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ABSTRACT

A teacher preparation evaluation model was developed at Western Kentucky University. A total of 18 secondary and 20 elementary student teachers participated in the study. Instrumentation and records used for data collection consisted of five general types: a questionnaire, a personality scale, rating scales, direct classroom observational systems, and transcripts of subjects' grades. Data were classified, coded, and key punched on cards for analysis. Descriptive statistics to include means, standard deviations, and frequency counts were obtained for each variable mentioned. The report on the model will be presented to the faculty of the elementary and secondary education departments and other concerned faculty to acquaint them with project and data analysis procedures. Each department will be asked to prepare a written response to the report. (A 16-item bibliography, tables and appendixes of related research material are included.) (MJM)

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WESTERN KENTUCKY UNIVERSITY'S TEACHER PREPARATION EVALUATION MODEL PHASE I, CYCLE I

ANNUAL REPORT

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PART I

PROCEDURES UTILIZED FOR DATA COLLECTION, PHASE I, CYCLE I WESTERN KENTUCKY UNIVERSITY'S TEACHER PREPARATION EVALUATION MODEL

SECTION I

INTRODUCTION

There is growing agreement among educational researchers, professional educators, and members from the lay community that teacher preparation programs in our colleges and universities be continually evaluated and pertinent research be conducted to ensure the continued improvement of teacher competency. Questions are being asked that will require institutions of higher learning to assess their teacher preparation programs, especially in terms of their product -- the teacher.

This problem has been emphasized in the Recommended Standards for Teacher Education (12). Standard 5.1 states, "The institution conducts a well-defined plan for evaluating the teachers it prepares." Further, the authors related, "The ultimate criteria for judging a teacher education program is whether it produces competent graduates who enter the profession and perform effectively." Sandefur (9), in a study of twelve institutional cases reviewed by the NCATE Evaluation Board, found that a greater percentage of questions were asked regarding the evaluation of teachers than questions on any other topic.

While there has been research conducted in the area of teacher evaluation, further exploration in this area seems to be warranted. Sandefur and Bressler (10) have stated, "Until recently, no generally acceptable system has existed for the study of teaching behavior. As a consequence, the teaching profession has lacked even a uniform terminology to describe teaching, and the evaluation and study of teaching has

depended primarily upon the value judgments of the observer." Stiles and Parker (13) have suggested that empirical studies are few in number. They state, "Evaluation of entire teacher education programs, or even segments of programs is spotty and inadequate." Overing (7), in a summary of research related to the evaluation of teacher preparation graduates, has stated, "Perhaps it will be of some use (his summary) if it brings to our attention the fact that while many writers have advocated the approach to evaluation now suggested in the Recommended Standards, almost no one has attempted it."

Today there are methods, especially classroom observational systems, that allow the objective study and evaluation of teaching. Thus, there exists a need for the utilization of such techniques along with measures of other variables to comprehensively study the prospective teacher and the practicing teacher in order to determine what factors promote more desirable teacher behavior. Sandefur, (11) has suggested that teacher preparation programs be evaluated by empirical evidence obtained from practicing teachers. This evaluation should start while the teachers are still in the preparation program and continue into the field.

Western Kentucky University is engaged in a pilot study designed to investigate the feasibility of implementing a model to objectively and systematically evaluate graduates of its teacher preparation program. The initial phase of this model calls for students to be evaluated while they are still in the preparation program with emphasis on their student teaching activity. Phase Two and Phase Three will be a follow-up of these students after one year and three years of teaching experience respectively.

This report deals specifically with Phase One, the collection and diffusion of data obtained on students while participating in student teaching activities. This report will be supplemented by later reports concerning Phase Two and Phase Three.

Purposes

The purposes of this study were as follows:

1. Aid faculty and administrators concerned with teacher preparation in making decisions pertaining to curriculum evaluation and development.
2. Test the feasibility of implementing Phase One of an evaluation model for teacher preparation programs.

Objectives

Specifically the objectives of this study were:

1. Provide descriptive profiles of the student graduating from teacher preparation programs at Western Kentucky University.
2. Determine relationships among selected variables measured.
3. Provide for effective diffusion of information to faculty and administrators.
4. Suggest process for curriculum evaluation and development based on information presented.

Limitations

The population for this study was defined as those student teachers who met the following criteria:

1. The student will enter practice teaching during the second bi-term of the spring semester, 1972.
2. The student plans to teach in Kentucky during the 1972-73 school year.
3. The student must have been a resident of Kentucky at least one year prior to entering Western Kentucky University.

4. The student must agree to voluntarily participate in this study.

These limitations were imposed on the population to make this study more feasible regarding future follow-up of subjects. Further, voluntary participation was deemed necessary due to the extensive collection of data and due to the cooperation required from the subjects for subsequent data collection.

This study was further limited to a stratified random sample of 40 students obtained from the above population. An n size of 40 subjects is consistent with the recommendation outlined by Sandefur (19). The collection of classroom observation data was limited to the fifth, sixth and seventh week of the student teaching period.

Definitions of Terms

The following terms are operationally defined for use in this study:

1. Student teacher supervisor - A member of the faculty of Western Kentucky University whose duties included the supervising of student teachers.
2. Cooperating teacher - An elementary or secondary school teacher who was selected to supervise a student teacher from Western Kentucky University.
3. Pupils - Students taught by the subjects in this study.
4. Observers - Personnel from the Office of Educational Research, Western Kentucky University, specially trained in data collecting techniques used in this study.
5. Bi-term - One half of a regular semester, approximately eight weeks.

SECTION 2

PROCEDURES

The purpose of this section is to provide a detailed description of the procedures followed in collecting the data utilized in the study. These procedures were designed to demonstrate how Phase One of an evaluation model may be implemented to evaluate a teacher preparation program.

Pre-Planning

Numerous preliminary planning sessions were held concerning the conduct of this study with the Dean and Assistant Deans of the College of Education and with Department Heads and various members of the secondary and elementary education departments. Support for the study and suggested procedures were solicited and obtained during these meetings. Following this initial planning period, a formal proposal was prepared and submitted for approval to the Dean of the College of Education.

A time schedule was prepared to include deadlines for activities critical to the conduct of this study. The schedule was adhered to thoroughout.

Additionally, an advisory committee was selected by the researcher to aid in initial planning and to make recommendations concerning administrative details. This committee was composed of members from various departments within the College of Education. Especially helpful were faculty from the Counselor Education Department and School Administration Department. The Counselor Education Department provided expertise in the administration and interpretation of the F-scale. The School Administration Department provided valuable assistance

in project administration proceedings and initial contact with schools. A more detailed explanation of how school administration personnel were utilized appears later in this report.

Selection of Subjects

The population for this study was defined as those student teachers who met the following criteria:

1. The student will enter practice teaching during the second bi-term of the spring semester, 1972.
2. The student plans to teach in Kentucky during the 1972-73 school year.
3. The student must have been a resident of Kentucky at least one year prior to entering Western Kentucky University.
4. The student must agree to voluntarily participate in this study.

Each prospective student teacher for the second bi-term of the spring semester was given a questionnaire containing the above four criteria plus name and certification classification (See Appendix A). The majority of the questionnaires were distributed, completed and collected at a meeting held for student teachers during the second week of the spring semester. At this meeting the purpose of the project and the items of the questionnaire were explained. The collected questionnaires were compared with a student teacher roster obtained from the Office of Student Teaching to determine the students for whom questionnaires had not been obtained. Telephone interviews were utilized to obtain the required information from those remaining students.

Secondary and Elementary student teachers for the second bi-term numbered 432. Of those, 186 students met the criteria for population membership. The first three criteria eliminated 176 students from membership in the population. Thirty-nine students met the first three criteria but chose not to participate in the study. Table I contains descriptive information concerning population selection. It can be observed that 83 percent of the students who met the first three criteria for population membership volunteered for participation in this study.

A stratified random sample of 40 students was obtained from the above defined population. Stratification was based on type of teaching certification sought.

Twenty subjects from each strata, secondary and elementary education majors, were randomly selected. A table of random numbers was used to ensure randomness. Complete data were obtained on 38 of the original 40 subjects. One subject was dropped because his student teaching assignment was that of supervising students in a shop setting rather than actual classroom teaching. The other subject was dropped because of his unavailability for data collection due to illness. A total of 18 secondary and 20 elementary student teachers comprised the subjects measured in this study.

Table 1

Distribution of Student Teachers by Criteria for Population Membership

	Secondary	Elementary	Total
Acceptable	106	80	186
Unacceptable			
Not Teaching, Second Bi-term	42	2	44
Not Planning to teach in Kentucky	57	9	66
Non-Resident of Kentucky	49	17	66
Non-Volunteer	24	15	39
Sub Total	172	43	215
Unable to Contact	13	18	31
TOTAL	291	141	432

Instrumentation

Instruments and records used for data collection consisted of five general types: a questionnaire, a personality scale, rating scales, direct classroom observational systems, and transcripts of subject's grades. These instruments were selected on the basis of their (a) merit as a research tool, (b) contribution of the data obtained to the objectives of the study, (c) ease of administration, and (d) availability for obtaining the required data. The following discussion is a description of each instrument utilized to collect data for this study.

Career Base Line Data Questionnaire

A questionnaire was prepared by the researcher to obtain career base line data not readily available from other sources. Items were included that provided information concerning demographic data, professional data, and school and professional activity participation. "Fill-in-the-blank" and "check-the-appropriate-response" type of items were constructed to facilitate subject completion of the questionnaire. Appendix B contains a copy of this instrument.

Transcripts of Grades

Complete transcripts of each subject's grades were obtained from the Registrar's Office at the end of the spring semester. Grade point averages (GPA) were computed for the subject's major(s), minor(s), professional education course work, and total grade point average on a 4.0 scale. Their student teaching grades were recorded but were not included in the professional preparation course work GPA.

Personality Scale

The F-scale, forms 45 and 40, was developed by Adorno and others (1) to measure individual prejudices and antidemocratic tendencies. This 28 item scale refers to opinions regarding a number of social groups and issues about which some people agree and others disagree. Respondents answered each item as follows:

+3 = strong support, agreement

+2 = moderate support, agreement

+1 = slight support, agreement

-1 = slight opposition, disagreement

-2 = moderate opposition, disagreement

-3 = strong opposition, disagreement

The above scoring code was converted to positive numbers by the following method to eliminate negative numbers for statistical analysis:

+3 = 7

+2 = 6

+1 = 5

-1 = 3

-2 = 2

-3 = 1

Reliability of the F-scale was determined by Adorno (1) as .90. A copy of the F-scale, forms 45 and 40, is found in Appendix C.

Rating Scales

Teacher Evaluation by Peer/Supervisor

Each subject's cooperating teacher was asked to complete the Teacher Evaluation by Peer/Supervisor, a rating form derived from faculty evaluation

form designed at Kansas State Teacher's College (9). This form allowed cooperative teachers to rate subjects concerning three matters of administrative decisions and four areas of teacher behavior. Sandefur (9) has suggested this form be used as a means of collecting rating data on teaching behavior as there appears to be validated form for obtaining such data available. A copy of this form is found in Appendix D.

Student Evaluation of Teaching

The Student Evaluation of Teaching (SET), developed by Veldman and Peck (14), was utilized to obtain ratings from pupils concerning five dimensions of teacher behavior. Veldman (14) describes these dimensions as:

"1. Friendly and cheerful
2. Knowledgeable and poised
3. Lively and interesting
4. Firm control (discipline)
5. Non-Directive (Democratic Procedure)"

The SET was derived from the Pupil Observation Survey Report (POSR) developed by McClain (14). The reliabilities obtained on the POSR, a 38 item instrument, were, respectively .92, .72, .91, .81, and .89. Veldman (14) found that a 10 item instrument, SET, could be used to obtain ratings that were highly correlated with ratings obtained from the POSR. These correlations were .91, .87, .77, .91, and .78 respectively.

Veldman (14) found the SET could be used as low as grade three if questions were read and explained by the proctor. Data from this instrument were obtained from pupils of subjects teaching grades three and above. Appendix E contains an SET rating form and scoring procedures as suggested by Veldman (16).

Teacher Preparation Evaluation Inventory

The Teacher Preparation Evaluation Inventory (TPEI) was developed to obtain data concerning student teachers' ratings of various components of their preparation program. The TPEI was developed by the researcher with the help of suggestions from various faculty members of the College of Education, Western Kentucky University. Additionally, research personnel from the Central Midwestern Regional Educational Laboratory, Inc. (CEMREL) aided in constructing and formulating this instrument.

The TPEI consisted of 53 items concerning various aspects of the teacher preparation program for which ratings were obtained. Five additional open ended questions were included to allow students to relate information not included in other items.

The TPEI is presently being field tested to obtain reliability scores. Due to the lack of an acceptable instrument available to collect this type of data, the researcher felt justified in using the TPEI for this project. A copy of the TPEI is found in Appendix F.

Direct Classroom Observational Systems

Classroom Observational Record

The Classroom Observation Record, developed by Ryans (8), was used to assess four dimensions of pupil behavior and eighteen dimensions of teacher behavior. Each dimension of pupil and teacher behavior was carefully described and defined in a glossary which accompanied the recording form. A seven scale interval was used to rate each of the pupil and teacher behavior dimensions with an "N" category for dimensions not observed. (The "N" category was not utilized in this study.) The observers circled the appropriate rating for each dimension immediately after each observation period. An example of this rating form and glossary is given in Appendix G.

Interaction Analysis

A 14 category interaction analysis system was utilized to record observed classroom behavior. This system was suggested by Sandefur (9) and is a combination of Flander's (2) and Hough's (6) systems of interaction analysis. Nine categories of teacher talk, two categories of student talk, and three non-verbal categories were utilized by observers to record classroom behavior. The observer recorded a numerical value corresponding to a particular category every three seconds or every time the category changed. Thus, an objective record was obtained of the verbal interaction occurring in the classroom. Two 20 minute observations per subject were recorded for this study.

Frequencies for each category were tallied and a 14 x 14 matrix was determined for statistical treatment. Five measures of classroom behavior were obtained from the data collected by interaction analysis. Appropriate categories were combined and ratios computed to obtain the following measures:

1. i/d = indirect to direct ratio = categories 1, 2, 3 divided by categories 7, 8, 9.
2. I/D = indirect to direct ratio = categories 1 through 5 divided by categories 6 through 9.
3. ST/TT= student talk to teacher talk = categories 10, 11 divided by categories 1 through 9.
4. Sil/Tot = ratio of silence to total = categories 12, 13, 14 divided by total of categories
5. Lec/Tot = Lecture to Total = Category Six divided by Total of Categories

A list of the categories and a recording sheet is located in Appendix H.

Training of Observers

Four observers were utilized to collect the data presented in this study. Two faculty members and two graduate assistants from the Office of Educational Research were trained in the use of interaction analysis techniques and the Classroom Observation Record. A consultant from Kansas State Teacher's College was employed to conduct a concentrated three-day training session approximately six weeks prior to collecting data. Additionally, bi-weekly practice sessions were held to improve techniques in the use of both instruments. Audio tape recordings, video tape recordings, films, and live observations were utilized during the training periods.

The training procedures for learning interaction analysis closely resembled those suggested by Flanders (3). These procedures include memorization of categories, practice in coding and recording, and discussion of types of behavior as related to the categories. Audio tapes, provided by the consultant, were used in practice sessions in interaction analysis. Those tapes provided examples of different types of teaching behavior.

Training in the use of the Classroom Observation Record consisted largely of studying the items and glossary of terms, viewing films, video tapes, and live teaching situations, and discussing the observed teaching behavior to obtain a common point of reference for rating. Numerous practice sessions were conducted to enhance observers' understanding of the items and to obtain observer agreement on the rating of teacher behavior.

Reliability coefficients were computed at two week intervals to provide a progress check on inter-observer reliability. A final reliability check was made two days prior to the first scheduled observations.

Specially selected audio tapes, video tapes, and films were employed to determine observer reliability.

The Scott coefficient, recommended by Flanders (4), was used to determine inter-observer reliability for a twenty-minute interaction analysis recording session. This method is unaffected by low sequences and is more sensitive at higher levels of reliability for a twenty-minute interaction analysis recording session.

The following two formulae were used in computing "pi":

$$\pi = \frac{P_o - P_e}{1 - P_e}$$

where P_o is the proportion of agreement and P_e is the proportion of agreement expected by chance and

$$P_e = \sum_{i=1}^{k} P_i^2$$

where K is the number of categories and Pi is the proportion of tallies in each category. Inter-observer reliabilities obtained for this study were .87, .88, .89 and .92, respectively.

An inter-class correlation technique, suggested by Guilford (5) was used to determine the intercorrelation of ratings on the Classroom

Observation Record. Data from two twenty-minute films were used to obtain reliability coefficients. The inter-class correlation (r_{ee}) obtained for each observation was .76 and .77, respectively. The average inter-class correlation (r_{kk}) was .92 and .93, respectively.

Sandefur (9) recommended that a inter-observer reliability coefficient for observational instruments be at least .75. Thus, inter-observer reliability requirements were met for this study.

Collection of Data

Initial data were collected during a special meeting attended by subjects, the project director, a research assistant, and a faculty consultant from the Counselor Education Department. This meeting was held prior to the student teaching period. Subjects were notified by letter of their selection as subjects and of the planned meeting. Five students unable to attend the meeting were contacted by phone and individual appointments were made to obtain the required data.

A detailed explanation of the procedures of the project was presented to the subjects and a question and answer period followed. During the presentation of procedures, it was stressed that all individuals' data would be kept in strict confidence. Subjects were asked verbally for voluntary participation for a second time, and all present agreed.

The initial data collection included the administration of the Career Base Line Data Questionnaire and the F-scale. The Career Base Line Data Questionnaire was distributed, completed by the subjects and collected. Questions pertaining to items contained in the questionnaire were answered by the project director or research assistant. The F-scale was administered by a faculty consultant from the Counselor Education Department.

Procedures for completing this instrument were explained and subjects were requested to be honest in their responses. These initial data were placed in folders and stored until all data had been collected.

Administrative Procedures

Administrators in the various school districts where subjects were student teaching were made aware of the project and their permission was obtained for observers to enter the required classrooms. This was accomplished with the help of four faculty members from the Department of School Administration within the College of Education. These faculty members were each assigned various school districts where subjects were teaching. They were responsible for personally contacting the superintendents and concerned principals in the districts to explain the project and to obtain permission for the conduct of the study. The contacts were made approximately two months prior to observers entering the classrooms. In all cases administrators within the school districts agreed to cooperate in this project.

The cooperating teachers were also contacted prior to the observation of student teachers to obtain their permission and cooperation. The project director made personal visits to each classroom and explained the project to each cooperating teacher. Tentative times were agreed on for the observations. Cooperating teachers were asked to plan the student teacher's activity so that they were in a teaching situation during the periods they were to be observed. Cooperating teachers were contacted at least six weeks prior to the beginning of observations. In all cases, the cooperating teachers agrred to participate in the project.

After the tentative observation appointments were obtained, an observation schedule was determined. Times when observers were available were scheduled to correspond to times set for appointments. The majority of the observations were obtained during the fifth and sixth week of the student teaching period. The seventh week was utilized for observations that could not be made during the fifth and sixth weeks. All observations were completed at the end of the seventh week.

Observation of Subjects

Each subject was observed twice during the latter part of his student teaching period. Both observations were of the same class and at the same time of day. A twenty minute interaction analysis recording and ratings from the Classroom Observation Record were obtained at each observation. The observer began the interaction analysis five to ten minutes after the class started. The COR was completed at the end of each class.

The SET and TEPS were administered during the second observation. The last ten minutes of the class was utilized to administer the SET to the pupils taught by the student teacher. Students were instructed on how to complete the form and were requested not to sign their names. For grades three and four, each item was read to the students before they circled the response. Pupils were assured that information would be kept confidential. The TEPS was completed by the cooperating teacher during the administration of the SET to the pupils.

Subjects were given the TPEI at the first observation period. They were asked to complete the information prior to the next visit and return the completed form to the observer.

Analysis and Diffusion of Data

Data obtained in this study were classified, coded and key punched on cards for analysis. Descriptive statistics to include means, standard deviations, and frequency counts were obtained for each variable measured. These statistics are presented in tabular form in Part II of this document. Additionally, an intercorrelation matrix was computed to determine the relationship between selected variables. All data collected were placed on tape and stored in the computer center to form a data base. A code book was prepared to accompany the data base.

The primary purpose of this study was to provide information to concerned faculty to aid them in making decisions about curriculum evaluation and development. Thus, it was decided that those faculty involved in teacher preparation should be involved in the analysis and interpretation process. This report will be presented to the faculty of the secondary and elementary education departments and other concerned faculty to acquaint them with project and data analysis procedures. Each department will be asked to prepare a written response to this report to include:

1. Specific behavioral objectives desired for graduates of their respective teacher preparation programs.
2. How well this report contributes to the identification and measurement of these objectives, i.e. the usefulness of the data presented.
3. Requests for additional analysis of data to further study the variables measured.
4. Suggestions for the addition of variables not measured and/or the deletion of variables not considered useful.
5. Suggested approaches in the preparation program to bring about change in teacher graduates to correspond to desired behavioral objectives.

The staff of the Office of Educational Research will work with the faculty of each department in the preparation of these documents. The proposed course of action will be reviewed by the faculty and administration of the College of Education prior to the 1973-74 academic year. Decisions will be made on curriculum revision based on the proposed plan.

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PART II

STATISTICAL PRESENTATION OF DATA, PHASE I, CYCLE I WESTERN KENTUCKY UNIVERSITY'S TEACHER PREPARATION EVALUATION MODEL

INTRODUCTION

Part II of this report presents descriptive statistics computed from data obtained during the conduct of Phase I, Cycle I of Western Kentucky University's Teacher Preparation Evaluation Model. Means, standard deviations, and/or frequency counts are presented in tabular form for each variable measured. Explanatory information is included to facilitate reader understanding and usage.

Tables are presented in nine sections with each section corresponding to an instrument used to gather data. Sections are numbered one through nine with the tables under each section numbered sequentially. Thus, variables measured by each instrument are presented under the appropriate section and in the proper sequence according to the order in which the variable appeared in the instrument.

An understanding of Part I is essential for the effective utilization of Part II. A thorough understanding of the variables under study and the instruments utilized to measure those variables is necessary before the reader attempts to examine the statistics presented in Part II. The reader is encouraged to use Part II as a reference to obtain information about variables of interest. Frequent reference should be made to corresponding instruments contained in the appendices when studying the statistics presented in each section. The preliminaries of this report contain a "LIST OF TABLES" and a "LIST OF APPENDICES" to assist the reader in locating specific statistics and instruments.

The intercorrelation matrix of selected variables appears as an attachment to the back cover of this report.

SECTION 1

CAREER BASELINE DATA QUESTIONNAIRE

Section 1 contains the tabular presentation of statistics computed from data obtained from the CAREER BASELINE DATA QUESTIONNAIRE. The tables are numbered consecutively beginning with Table 1.1 and ending with Table 1.28. The statistics appearing in these tables should provide the reader with demographic information about the sample under investigation.

Table 1.1

Age of Subjects in Years

	Mean	S.D.
Elementary	23.850	6.002
Secondary	21.529	1.328
Total	22.784	4.602

Table 1.2

Sex of Subjects

	Male		Female	
	f	%	f	%
Elementary	0	0	20	100
Secondary	10	56	8	44
Total	10	26	28	74

Table 1.3

Race of Subjects

	White		Black		Other	
	f	%	f	%	f	%
Elementary	18	90	2	10	0	0
Secondary	18	100	0	0	0	0
Total	36	95	2	5	0	0

Table 1.4

Size High School Subject Attended

	Under 500 students		500-1000 students		over 1000 students	
	f	%	f	%	f	%
Elementary	6	30	8	40	6	30
Secondary	2	11	9	50	7	39
Total	8	21	17	45	13	34

Table 1.5

Size Community in Which Subject Reared

	Rural		Small Town		Suburban		Metropolitan	
	f	%	f	%	f	%	f	%
Elementary	6	30	6	30	4	20	4	20
Secondary	6	33	8	45	4	22	0	0
Total	12	32	14	37	8	21	4	10

Table 1.6

First Major Area

Area	Frequency
Agriculture	1
Business	1
Elementary Education	20
English	4
Home Economics	3
Physical Education	1
Psychology	1
Social Science	7

Table 1.7

Second Major Area*

Area	Frequency
Health	1

*Only one subject acquired a second major.

Table 1.8

First Minor Area

Area	Frequency
English	3
Library Science	1
Military Science	1
Psychology	2
Social Science	6

Table 1.9

Second Minor Area*

Area	Frequency
Social Studies	1

*Only one subject acquired a second minor.

Table 1.10

Preparation Category

(Total Subjects)

Area	Frequency
Elementary	20
Secondary	18

Table 1.11

Marital Status

	Frequencies		
	Single	Married	Divorced
Elementary	11	7	2
Secondary	11	7	0
Total	22	14	2

Table 1.12

Spouse's Occupation

	Frequencies				
	No Spouse	Student	Not-employed	Professional	Non-Professional
Elementary	12	3	3	3	2
Secondary	11	2	2	1	2
Total	23	5	5	4	4

Table 1.13

Father's Occupation

	Not Employed	Professional	Non Professional
Elementary	3	4	13
Secondary	1	3	14
Total	4	7	27

Table 1.14

Previous Occupation

	None	Teaching	Non Teaching
Elementary	17	1	2
Secondary	16	0	2
Total	33	1	4

Table 1.15

Years Teaching Experience

	None	One or More Years
Elementary	19	1
Secondary	18	0
Total	37	1

Table 1.16

Decision To Enter Teaching

	Prior to College		1st Year of College		2nd Year of College		3rd Year of College	
	f	%	f	%	f	%	f	%
Elementary	15	75	3	15	2	10	0	0
Secondary	10	55	3	17	2	10	3	17
Total	25	66	6	16	4	11	3	8

Table 1.17

Size of Community Desired

	Rural		Small Town		Suburban		Metropolitan	
	f	%	f	%	f	%	f	%
Elementary	2	10	11	55	4	20	3	15
Secondary	4	22	6	33	8	45	0	0
Total	6	16	17	45	12	31	3	8

Table 1.18

Geographic Area Desired

	Ky.		State Bordering Ky.		NE US		SE US		SW US	
	f	%	f	%	f	%	f	%	f	%
Elementary	16	80	1	5	1	5	2	10	0	0
Secondary	15	83	1	6	0	0	1	6	1	6
Total	31	82	2	5	1	3	3	8	1	3

Table 1.19

Athletic Participation in High School

	Yes		No	
	f	%	f	%
Elementary	15	25	5	75
Secondary	10	56	8	44
Total	15	40	23	60

Table 1.20

Athletic Participation in College

	Yes		No	
	f	%	f	%
Elementary	1	5	19	95
Secondary	5	28	13	72
Total	6	16	32	84

Table 1.21

Athletic Participation After College

(All subjects still attending college)

Table 1.22

Music Participation in High School

	Yes		No	
	f	%	f	%
Elementary	5	25	15	75
Secondary	5	28	13	72
Total	10	26	28	74

Table 1.23

Music Participation in College

	Yes		No	
	f	%	f	%
Total	0	0	38	100

Table 1.24

Music Participation After College

	Yes		No	
	f	%	f	%
Total	0	0	38	100

Table 1.25

Speech and Drama in High School

	Yes		No	
	f	%	f	%
Elementary	4	20	16	80
Secondary	5	28	13	72
Total	9	24	29	76

Table 1.26

Speech and Drama in College

	Yes		No	
	f	%	f	%
Elementary	0	0	20	100
Secondary	1	6	17	94
Total	1	3	37	97

Table 1.27

Speech and Drama After College

(All subjects still attending college)

Table 1.28

Societies and Organizations

	None		Professional		Social		Professional and Social		Service		Professional and Service	
	f	%	f	%	f	%	f	%	f	%	f	%
Elementary	2	10	12	60	0	0	6	30	0	0	0	0
Secondary	7	39	5	28	2	11	1	6	1	6	2	11
Total	9	24	17	45	2	6	7	18	1	3	2	5

SECTION 2

TRANSCRIPTS OF GRADES

Table 2.1

Total Grade Point Average
(Based on a 4 Point)

	Mean	S.D.
Elementary	2.895	0.499
Secondary	2.766	0.458
Total	2.834	0.478

Table 2.2

First Major Grade Point Average
(Based on a 4 Point)

	Mean	S.D.
Elementary	2.745	0.539
Secondary	2.869	0.420
Total	2.804	0.484

Table 2.3

Second Major Grade Point Average*
(Based on a 4 Point)

* None of the subjects acquired a second major

Table 2.4

First Minor Grade Point Average
(Based on a 4 Point)

	Mean	S.D.
Elementary	0	0
Secondary	3.028	0.506
Total	3.028	0.506

Table 2.5

Second Minor Grade Point Average*
(Based on a 4 Point)

* None of the subjects acquired a second minor

Table 2.6

Professional Education Grade Point Average
(Based on a 4 Point)

	Mean	S.D.
Elementary	3.334	0.366
Secondary	3.376	0.508
Total	3.354	0.434

Table 2.7

Student Teaching Grade
(Based on A, B, C, D, F)

	A's	B's
Elementary	14	6
Secondary	11	7
Total	25	13

SECTION 3

F-SCALE FORMS 45 and 40

The F-Scale range of possible values is 28 to 196, with 112 the mid-point. The lower the value the more non-authoritarian the indication.

Table 3.1

F-Scale

	Mean	S.D.
Elementary	103.700	17.580
Secondary	91.111	19.891
Total	97.737	19.521

SECTION 4

TEACHER EVALUATION BY PEER/SUPERVISOR

Tables 4.1 through 4.4 contain information about responses to questions asked about the topics indicated above each table. Table 4.5 is a cumulative table containing information obtained from the ratings of four dimensions of teaching. The information contained in the tables presented in Section 4 were obtained from cooperating teachers.

Table 4.1

Qualifications for Evaluation

	Peer		Supervisor *	
	f	%	f	%
Elementary	0	0	20	101
Secondary	0	0	18	100
Total	0	0	38	110

* All were cooperating teachers

Table 4.2

Promotion Recommendation

	Yes		No	
	f	%	f	%
Elementary	18	90	2	10
Secondary	16	89	2	11
Total	34	89	4	11

Table 4.3

Tenure Recommendation

	Yes		No	
	f	%	f	%
Elementary	20	100	0	0
Secondary	17	94	1	6
Total	37	97	1	3

Table 4.4

Reappointment Recommendation

	Yes		No	
	f	%	f	%
Elementary	20	100	0	0
Secondary	18	100	0	0
Total	38	100	0	0

Table 4.5

Dimensions of Teaching *

	Subject Matter Competence		Relations With Students		Appropriateness Of Assignments		Overall Effectiveness	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Elementary	4.600	0.681	4.600	0.674	4.450	0.826	4.600	0.463
Secondary	4.000	0.686	4.556	0.511	4.222	0.732	4.222	0.418
Total	4.316	0.739	4.579	0.683	4.342	0.781	4.421	0.683

* Dimensions of teaching were rated on a 1-5 point rating scale by a cooperating teacher

SECTION 5

STUDENT EVALUATION OF TEACHING

The Student Evaluation of Teaching was administered to the pupils taught by each subject. Ten items were completed by pupils and combined to four scores on five dimensions of teacher behavior. The maximum score possible is 400 with the minimum score possible 100.

Table 5.1

Student Evaluation of Teaching

Variable	Elementary		Secondary		Total	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
1 Friendly and Cheerful	368.563	22.115	360.222	30.274	362.788	27.849
2 Knowledgeable and Poised	353.313	24.861	350.750	21.811	351.538	22.314
3 Lively and Interesting	343.313	26.151	283.778	43.961	302.096	47.863
4 Firm Control (Discipline)	332.063	33.952	286.861	35.150	300.769	40.193
5 Non-Directive (Democratic Procedure)	256.000	42.006	268.055	35.161	264.346	36.972
Composite Scores	332.825	19.426	309.149	20.913	316.434	22.965

SECTION 6

TEACHER PREPARATION EVALUATION INVENTORY

Each subject was given approximately one week to complete the TEACHER PREPARATION EVALUATION INVENTORY. Numerous areas of concern in Western's teacher preparation program were rated and summary data are presented in the following tables. Explanatory notes are inserted to help the reader clarify the information presented in this section.

EXPLANTORY NOTE: The Frequency Counts and Statistics expressed in Tables 6.1 through 6.8 were compiled from data utilizing the following scale:

Very Good	5
Good	4
Fair	3
Poor	2
Very Poor	1

Table 6.1

Rating of Required Professional Education Courses

Frequency	5	4	3	2	1
Elementary	1	16	2	1	0
Secondary	0	11	7	0	0
Total	1	27	9	1	0

	Mean	S.D.
Elementary	3.850	0.587
Secondary	3.611	0.502
Total	3.737	0.554

Table 6.2

Rating of Subject Matter Preparation

Frequency	5	4	3	2	1
Elementary	0	14	6	0	0
Secondary	4	10	4	0	0
Total	4	24	10	0	0

	Mean	S.D.
Elementary	3.700	0.470
Secondary	4.000	0.686
Total	3.842	0.596

Table 6.3

Rating of Teacher Education Program

Frequency	5	4	3	2	1
Elementary	2	6	11	1	0
Secondary	3	3	10	2	0
Total	5	9	11	3	0

	Mean	S.D.
Elementary	3.450	0.759
Secondary	3.389	0.916
Total	3.421	0.826

Table 6.4

Rating of Texts and Required Reading

Frequency	5	4	3	2	1
Elementary	1	8	9	1	1
Secondary	3	6	2	7	0
Total	4	14	11	8	1

	Mean	S.D.
Elementary	3.358	.875
Secondary	3.278	1.719
Total	3.316	1.016

Table 6.5

Rating of Research Papers and Independent Study

Frequency	5	4	3	2	1
Elementary	1	9	9	1	0
Secondary	2	7	7	2	0
Total	3	16	16	3	0

	Mean	S.D.
Elementary	3.500	.688
Secondary	3.500	.857
Total	3.500	.762

Table 6.6

Rating of Lecture

Frequency	5	4	3	2	1
Elementary	3	9	6	2	0
Secondary	4	7	6	1	0
Total	7	16	12	3	0

	Mean	S.D.
Elementary	3.650	.875
Secondary	3.778	.878
Total	3.711	.867

Table 6.7

Rating of Seminars

Frequency	5	4	3	2	1
Elementary	7	5	8	0	0
Secondary	5	6	4	2	1
Total	12	11	12	2	1

	Mean	S.D.
Elementary	3.950	.887
Secondary	3.667	1.188
Total	3.816	1.036

Table 6.8

Rating of Classroom Observation

Frequency	5	4	3	2	1
Elementary	12	1	7	0	0
Secondary	6	6	4	1	1
Total	18	7	11	1	1

	Mean	S.D.
Elementary	4.250	.967
Secondary	3.778	1.309
Total	4.026	1.150

EXPLANATORY NOTE: The frequency counts and statistics expressed in Tables 6.9 through 6.28 were compiled from data obtained utilizing the following scale:

Seriousness of Problem		Quality of Instruction		Sufficiency of Instruction	
Not at all	4	Excellent	4	Far Too Much	4
Little	3	Good	3	Excessive	3
Substantial	2	Poor	2	Too Little	2
Severe	1	Dismal	1	None	1

Table 6.9

Developing Rapport with Students

	Seriousness of Problem				Quality of Instruction				Sufficiency of Instruction			
Frequency	1	2	3	4	1	2	3	4	1	2	3	4
Elementary	0	1	6	13	0	4	14	1	0	14	5	0
Secondary	0	2	6	10	1	5	9	3	2	10	6	0
Total	0	3	12	23	1	9	23	4	2	24	11	0

	Mean	S.D.	Mean	S.D.	Mean	S.D.
Elementary	3.600	0.598	2.842	0.501	2.263	0.452
Secondary	3.444	0.705	2.778	0.808	2.222	0.647
Total	3.526	0.647	2.811	0.660	2.243	0.548

Table 6.10

Teaching Gifted Students

	Seriousness of Problem				Quality of Instruction				Sufficiency of Instruction			
Frequency	1	2	3	4	1	2	3	4	1	2	3	4
Elementary	0	1	10	8	2	7	11	0	3	16	1	0
Secondary	0	4	8	6	1	7	9	1	3	10	5	0
Total	0	5	18	14	3	14	20	1	6	26	6	0
	Mean			S.D.	Mean			S.D.	Mean			S.D.
Elementary	3.368			0.597	2.450			0.686	1.900			0.447
Secondary	3.111			0.758	2.556			0.705	2.111			0.458
Total	3.243			0.467	2.500			0.688	2.000			0.569

Table 6.11

Teaching Below Average Students

	Seriousness of Problem				Quality of Instruction				Sufficiency of Instruction			
Frequency	1	2	3	4	1	2	3	4	1	2	3	4
Elementary	1	7	8	4	1	8	10	1	0	18	2	0
Secondary	1	4	9	4	1	8	8	1	2	11	4	1
Total	2	11	17	8	2	16	18	2	2	29	6	1
	Mean			S.D.	Mean			S.D.	Mean			S.D.
Elementary	2.750			0.724	2.550			.656	2.100			.308
Secondary	2.889			0.832	2.500			.707	2.222			.732
Total	2.816			0.695	2.526			.687	2.158			.547

Table 6.12

Teaching Mentally Handicapped Students

	Seriousness of Problem				Quality of Instruction				Sufficiency of Instruction			
Frequency	1	2	3	4	1	2	3	4	1	2	3	4
Elementary	1	4	3	11	11	4	4	0	13	6	0	0
Secondary	2	3	4	8	9	4	3	0	11	5	1	1
Total	3	7	7	19	20	8	7	0	24	11	1	1
	Mean			S.D.	Mean			S.D.	Mean			S.D.
Elementary	3.263			.911	1.632			.831	1.316			.478
Secondary	3.059			1.088	1.625			.806	1.556			.856
Total	3.167			1.028	1.629			.808	1.432			.689

Table 6.13

Teaching Physically Handicapped Students

	Seriousness of Problem				Quality of Instruction				Sufficiency of Instruction			
Frequency	1	2	3	4	1	2	3	4	1	2	3	4
Elementary	1	2	4	12	9	7	3	0	12	6	1	0
Secondary	1	0	5	11	9	4	3	0	11	4	3	0
Total	2	2	9	23	18	11	6	0	23	10	4	0
	Mean			S.D.	Mean			S.D.	Mean			S.D.
Elementary	3.421			.902	1.684			.749	1.421			.607
Secondary	3.529			.800	1.625			.806	1.556			.784
Total	3.472			.845	1.657			.765	1.486			.692

Table 6.14

Teaching Disrespectful Students

	Seriousness of Problem				Quality of Instruction				Sufficiency of Instruction			
Frequency	1	2	3	4	1	2	3	4	1	2	3	4
Elementary	1	6	10	3	0	13	7	0	2	17	1	0
Secondary	1	4	10	3	5	6	6	1	4	11	3	0
Total	2	10	20	6	5	19	13	1	6	28	4	0
	Mean			S.D.	Mean			S.D.	Mean			S.D.
Elementary	2.750			.786	2.350			.489	1.950			.394
Secondary	2.833			.786	2.167			.924	1.944			.639
Total	2.789			.777	2.263			.724	1.947			.517

Table 6.15

Teaching Students of Different Socio-Economic Levels

	Seriousness of Problem				Quality of Instruction				Sufficiency of Instruction			
Frequency	1	2	3	4	1	2	3	4	1	2	3	4
Elementary	1	0	7	12	0	7	11	1	0	14	5	0
Secondary	1	1	6	10	1	5	10	2	0	11	7	0
Total	2	1	13	22	1	12	21	3	0	25	12	0
	Mean			S.D.	Mean			S.D.	Mean			S.D.
Elementary	3.500			.761	2.684			.582	2.263			.452
Secondary	3.389			.850	2.722			.752	2.389			.502
Total	3.447			.795	2.703			.661	2.324			.475

Table 6.16

Maintaining Discipline

	Seriousness of Problem				Quality of Instruction				Sufficiency of Instruction			
Frequency	1	2	3	4	1	2	3	4	1	2	3	4
Elementary	2	5	10	3	1	9	9	1	0	15	4	1
Secondary	1	4	9	4	3	7	7	1	3	7	8	0
Total	3	9	19	7	4	16	16	2	3	22	12	1
	Mean			S.D.	Mean			S.D.	Mean			S.D.
Elementary	2.700			.865	2.500			.688	2.300			.571
Secondary	2.889			.832	2.333			.840	2.278			.752
Total	2.789			.843	2.421			.758	2.289			.654

Table 6.17

Relevance of Material from Student's Point of View

	Seriousness of Problem				Quality of Instruction				Sufficiency of Instruction			
Frequency	1	2	3	4	1	2	3	4	1	2	3	4
Elementary	0	3	10	7	1	3	15	1	1	14	2	1
Secondary	0	5	11	2	2	6	9	1	2	9	7	0
Total	0	8	21	9	3	9	24	2	3	23	9	1
	Mean			S.D.	Mean			S.D.	Mean			S.D.
Elementary	3.200			.696	2.800			.616	2.167			.618
Secondary	2.833			.618	2.500			.786	2.278			.669
Total	3.026			.677	2.658			.708	2.222			.637

Table 6.18

Faculty Relationships

	Seriousness of Problem				Quality of Instruction				Sufficiency of Instruction			
Frequency	1	2	3	4	1	2	3	4	1	2	3	4
Elementary	0	0	3	16	2	6	9	1	5	13	1	0
Secondary	2	0	4	12	4	4	6	3	6	5	6	0
Total	2	0	7	28	6	10	15	4	11	18	7	0
	Mean			S.D.	Mean			S.D.	Mean			S.D.
Elementary	3.842			.375	2.500			.786	1.789			.535
Secondary	3.444			.984	2.471			1.068	2.000			.866
Total	3.649			.753	2.486			.919	1.889			.708

Table 6.19

Relationship with Administrators

	Seriousness of Problem				Quality of Instruction				Sufficiency of Instruction			
Frequency	1	2	3	4	1	2	3	4	1	2	3	4
Elementary	0	2	2	16	5	5	8	1	5	13	1	0
Secondary	0	1	4	13	3	5	9	1	6	6	6	0
Total	0	3	6	29	8	10	17	2	11	19	7	0

	Mean	S.D.	Mean	S.D.	Mean	S.D.
Elementary	3.700	.657	2.263	.933	1.789	.535
Secondary	3.667	.594	2.444	.856	2.000	.840
Total	3.684	.620	2.351	.889	1.892	.699

Table 6.20

Relationship with Parents

	Seriousness of Problem				Quality of Instruction				Sufficiency of Instruction			
Frequency	1	2	3	4	1	2	3	4	1	2	3	4
Elementary	0	1	4	14	1	9	6	3	1	15	3	0
Secondary	0	0	3	14	2	5	10	1	4	7	7	0
Total	0	1	7	28	3	14	16	4	5	22	10	0

	Mean	S.D.	Mean	S.D.	Mean	S.D.
Elementary	3.684	.582	2.579	.838	2.105	.459
Secondary	3.824	.393	2.556	.784	2.167	.786
Total	3.750	.500	2.568	.801	2.135	.631

Table 6.21

Test Preparation and Use

	Seriousness of Problem				Quality of Instruction				Sufficiency of Instruction			
Frequency	1	2	3	4	1	2	3	4	1	2	3	4
Elementary	0	3	10	7	0	1	12	7	0	12	7	0
Secondary	0	1	6	10	0	2	9	6	0	4	13	0
Total	0	4	16	17	0	3	21	13	0	16	20	0
	Mean			S.D.	Mean			S.D.	Mean			S.D.
Elementary	3.200			.696	3.300			.571	2.368			.496
Secondary	3.529			.624	3.235			.664	2.765			.437
Total	3.351			.676	3.270			.608	2.556			.504

Table 6.22

Techniques of Evaluating Student Performance

	Seriousness of Problem				Quality of Instruction				Sufficiency of Instruction			
Frequency	1	2	3	4	1	2	3	4	1	2	3	4
Elementary	0	5	8	7	0	1	12	7	0	8	12	0
Secondary	0	1	8	8	0	2	11	4	0	2	13	2
Total	0	6	16	15	0	3	23	11	0	10	25	2
	Mean			S.D.	Mean			S.D.	Mean			S.D.
Elementary	3.100			.788	3.300			.571	2.600			.503
Secondary	3.412			.618	3.118			.600	3.000			.500
Total	3.243			.723	3.216			.584	2.784			.534

Table 6.23

Various Teaching Techniques

	Seriousness of Problem				Quality of Instruction				Sufficiency of Instruction			
Frequency	1	2	3	4	1	2	3	4	1	2	3	4
Elementary	0	4	11	5	0	2	12	6	0	12	8	0
Secondary	1	3	6	7	0	2	7	8	1	2	14	0
Total	1	7	17	12	0	4	19	14	1	14	22	0
	Mean			S.D.	Mean			S.D.	Mean			S.D.
Elementary	3.050			.686	3.200			.616	2.400			.503
Secondary	3.118			.928	3.353			.702	2.765			.562
Total	3.081			.795	3.270			.652	2.568			.555

Table 6.24

Motivating Students

	Seriousness of Problem				Quality of Instruction				Sufficiency of Instruction			
Frequency	1	2	3	4	1	2	3	4	1	2	3	4
Elementary	1	7	7	5	0	2	15	3	0	12	7	0
Secondary	1	5	9	2	0	3	13	1	0	7	10	0
Total	2	12	16	7	0	5	28	4	0	19	17	0
	Mean			S.D.	Mean			S.D.	Mean			S.D.
Elementary	2.800			.894	3.050			.510	2.368			.496
Secondary	2.706			.772	2.882			.485	2.588			.507
Total	2.757			.830	2.973			.499	2.472			.506

Table 6.25

Use of Classroom Materials

	Seriousness of Problem				Quality of Instruction				Sufficiency of Instruction			
Frequency	1	2	3	4	1	2	3	4	1	2	3	4
Elementary	2	1	4	12	0	3	11	4	0	14	6	0
Secondary	0	0	9	8	0	0	12	4	1	5	11	0
Total	2	1	13	20	0	3	23	9	1	19	17	0
	Mean			S.D.	Mean			S.D.	Mean			S.D.
Elementary	3.368			.012	3.105			.658	2.300			.470
Secondary	3.471			.514	3.250			.447	2.588			.618
Total	3.417			.806	3.171			.568	2.432			.555

Table 6.26

Use of Audio-Visual Aids

	Seriousness of Problem				Quality of Instruction				Sufficiency of Instruction			
Frequency	1	2	3	4	1	2	3	4	1	2	3	4
Elementary	0	5	8	7	2	2	9	6	2	11	6	0
Secondary	0	0	9	8	0	3	7	7	1	4	12	0
Total	0	5	17	15	2	5	16	13	3	15	18	0
	Mean			S.D.	Mean			S.D.	Mean			S.D.
Elementary	3.100			.788	3.000			.943	2.211			.631
Secondary	3.471			.514	3.235			.752	2.647			.606
Total	3.270			.693	3.111			.854	2.417			.649

Table 6.27

Self-Evaluation of Teaching

	Seriousness of Problem				Quality of Instruction				Sufficiency of Instruction			
Frequency	1	2	3	4	1	2	3	4	1	2	3	4
Elementary	1	4	9	6	1	4	14	0	1	13	5	0
Secondary	0	5	8	4	0	6	10	1	3	7	7	0
Total	1	9	17	10	1	10	24	1	4	20	12	0
	Mean			S.D.	Mean			S.D.	Mean			S.D.
Elementary	3.000			.858	2.684			.582	2.211			.535
Secondary	2.941			.748	2.706			.588	2.235			.752
Total	2.973			.799	2.694			.577	2.222			.637

Table 6.28

Knowledge of Outside Resources

	Seriousness of Problem				Quality of Instruction				Sufficiency of Instruction			
Frequency	1	2	3	4	1	2	3	4	1	2	3	4
Elementary	0	5	8	7	0	5	9	6	0	14	6	0
Secondary	0	2	7	8	0	5	9	3	1	5	11	0
Total	0	7	15	15	0	10	18	9	1	19	17	0
	Mean			S.D.	Mean			S.D.	Mean			S.D.
Elementary	3.100			.788	3.050			.759	2.300			.470
Secondary	3.353			.702	2.882			.697	2.588			.618
Total	3.216			.750	2.973			.726	2.432			.555

EXPLANATORY NOTE: Statistics expressed in Tables 6.29 - 6.30 were compiled from data utilizing the following scale:

Usefulness of Course	Quality of Instruction	Sufficiency of Instruction
1 Useless	1 Dismal	1 None
2 Little Value	2 Poor	2 Too Little
3 Useful	3 Good	3 Excessive
4 Great Value	4 Excellent	4 Far Too Much

Table 6.29

Course Ratings by Elementary Teachers

	Usefulness of Course				Quality of Instruction				Sufficiency of Instruction			
Frequency	1	2	3	4	1	2	3	4	1	2	3	4
Introduction to Elementary Education	3	8	6	3	6	7	4	2	0	7	10	1
	Mean = 2.550		S.D. = .945		Mean = 2.750		S.D.= 1.164		Mean = 2.100		S.D. = .912	
Human Growth and Development	6	12	2	0	5	10	5	0	0	6	13	0
	Mean = 3.200		S.D. = .616		Mean = 3.000		S.D. = .725		Mean = 2.200		S.D. = .696	
Materials and Methods in Social Studies	11	8	1	0	6	10	3	1	0	9	10	0
	Mean = 3.500		S.D. = .607		Mean = 3.050		S.D. = .826		Mean = 2.350		S.D = .745	
Teaching of Reading	12	7	1	0	12	3	5	0	0	11	8	0
	Mean = 3.550		S.D. = .605		Mean = 3.350		S.D. = .875		Mean = 2.450		S.D. = .759	
Teaching of Math in Elementary Schools	7	6	5	2	5	11	3	1	1	8	9	1
	Mean = 2.900		S.D. = .021		Mean = 3.000		S.D. = .795		Mean = 2.350		S.D. = .875	
Teaching of Science in Elementary Schools	1	8	7	4	0	8	7	5	0	3	14	2
	Mean = 2.300		S.D. = .865		Mean = 2.150		S.D. = .813		Mean = 1.950		S.D. = .686	
Tests and Measurements in Education	10	9	1	0	11	8	1	0	1	11	6	0
	Mean = 3.450		S.D. = .605		Mean = 3.500		S.D. = .607		Mean = 2.450		S.D. = .999	
Pre-Student Teaching Seminar	7	5	7	1	6	8	6	0	1	5	13	0
	Mean = 2.900		S.D. = .968		Mean = 3.000		S.D. = .795		Mean = 2.250		S.D. = .786	
Audio-Visual Aids*	6	4	1	0	6	4	1	0	0	7	3	0
	Mean = 1.900		S.D. = 1.832		Mean = 1.900		S.D. = 1.832		Mean = 1.350		S.D. = 1.424	
Student Teaching	20	0	0	0	15	4	0	0	2	13	3	0
	Mean = 4.000		S.D. = .000		Mean = 3.600		S.D. = .940		Mean = 2.650		S.D. = 1.040	

* This course is not required and was taken by only 11 subjects

Table 6.30

Course Ratings by Secondary Teachers

	Usefulness of Course				Quality of Instruction				Sufficiency of Instruction			
Frequency	1	2	3	4	1	2	3	4	1	2	3	4
Introduction to Secondary Education	0	8	6	3	3	10	3	1	1	9	5	2
	Mean = 2.167		S.D. = .924		Mean = 2.722		S.D. = 1.018		Mean = 2.389		S.D. = .979	
Human Growth and Development	3	5	4	2	4	7	2	1	1	7	4	2
	Mean = 2.056		S.D. = 1.434		Mean = 2.333		S.D. = 1.495		Mean = 1.944		S.D. = 1.305	
Tests and Measurements	8	8	2	0	8	8	2	0	0	15	3	0
	Mean = 3.333		S.D. = .686		Mean = 3.333		S.D. = .686		Mean = 2.833		S.D. = .383	
Methods and Materials	12	6	0	0	10	8	0	0	1	10	7	0
	Mean = 3.667		S.D. = .485		Mean = 3.556		S.D. = .511		Mean = 2.667		S.D. = .594	
Audio-Visual Aids*	1	3	0	0	0	3	1	0	0	1	3	0
	Mean = .722		S.D. = 1.406		Mean = .611		S.D. = 1.195		Mean = .500		S.D. = .985	
Student Teaching	16	1	0	0	14	3	0	0	3	10	3	1
	Mean = 3.722		S.D. = .958		Mean = 3.611		S.D. = .979		Mean = 2.722		S.D. = 1.018	

* This course is not required and was taken by only four subjects

Table 6.31

Member of a Professional Organization

	Yes	No	No Response
Elementary	14	4	0
Secondary	6	12	2
Total	20	16	2

EXPLANATORY NOTE: Statistics expressed in Tables 6.32 - 6.40 were compiled from the following scale.

Very Good	5
Good	4
Fair	3
Poor	2
Very Poor	1

Table 6.32

Rate Participation in Professional Organization as to Benefit in your Teaching Position

Frequency	5	4	3	2	1
Elementary	1	4	6	2	1
Secondary	0	2	4	0	0
Total	1	6	10	2	1

	Mean	S.D.
Elementary	2.200	1.704
Secondary	1.111	1.641
Total	1.684	1.741

Table 6.33

Rating of Counselor Services

Frequency	5	4	3	2	1
Elementary	0	8	7	1	1
Secondary	4	10	2	1	0
Total	4	18	9	2	1

	Mean	S.D.
Elementary	3.111	1.132
Secondary	3.400	1.635
Total	3.263	1.408

Table 6.34

Rating of Admissions Services

Frequency	5	4	3	2	1
Elementary	3	8	4	0	2
Secondary	7	11	1	0	0
Total	10	19	5	0	2

	Mean	S.D.
Elementary	3.389	1.420
Secondary	4.100	1.119
Total	3.763	1.304

Table 6.35

Rating of Placement Services

Frequency	5	4	3	2	1
Elementary	2	8	6	1	1
Secondary	5	6	5	0	0
Total	7	14	11	1	1

	Mean	S.D.
Elementary	3.500	.985
Secondary	3.200	1.795
Total	3.342	1.457

Table 6.36

Rating of Financial Services

Frequency	5	4	3	2	1
Elementary	8	4	2	0	1
Secondary	9	5	2	1	0
Total	17	9	4	1	1

	Mean	S.D.
Elementary	3.500	1.917
Secondary	3.650	1.785
Total	3.579	1.825

Table 6.37

Rating of Academic Advisement Service

Frequency	5	4	3	2	1
Elementary	1	5	5	3	3
Secondary	5	7	4	3	0
Total	6	12	9	6	3

	Mean	S.D.
Elementary	2.722	1.364
Secondary	3.550	1.317
Total	3.158	1.386

Table 6.38

Rating of Records and Registration Services

Frequency	5	4	3	2	1
Elementary	2	7	6	3	0
Secondary	5	6	6	2	0
Total	7	13	12	5	0

	Mean	S.D.
Elementary	3.444	.922
Secondary	3.550	1.276
Total	3.500	1.109

Table 6.39

Rating of Student Activities

Frequency	5	4	3	2	1
Elementary	2	6	4	5	1
Secondary	1	11	5	0	0
Total	3	17	9	5	1

	Mean	S.D.
Elementary	3.167	1.150
Secondary	3.200	1.473
Total	3.184	1.312

Table 6.40

Rating of Availability of Faculty

Frequency	5	4	3	2	1
Elementary	5	4	4	4	1
Secondary	6	8	5	0	1
Total	11	12	9	4	2

	Mean	S.D.
Elementary	3.444	1.294
Secondary	3.900	1.021
Total	3.684	1.165

SECTION 7

CLASSROOM OBSERVATION RECORD

Trained observers completed the Classroom Observation Record for subjects during two seperate observation periods. An arithemetic average of the two observations was computed for each subject and group means and standard deviations of these averages appear in the following table. The scale used to rate each dimension was 1 to 7 with the first descriptor corresponding to the 1 and the second descriptor corresponding to the 7. An example of the first dimension is

Apathetic 1 2 3 4 5 6 7 Alert

Dimensions 1 through 4 deal with pupil behavior and dimensions 5 through 22 concern teacher behavior.

Table 7.1

Summary Information Obtained From

The Classroom Observation Record

Dimension	Elementary		Secondary		Total	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
1. Apathetic-Alert	5.775	0.924	4.444	1.123	5.145	1.213
2. Obstructive-Responsive	5.225	1.352	5.028	1.567	5.132	1.441
3. Uncertain-Confident	5.300	1.563	4.333	1.111	4.842	1.269
4. Depending-Initiating	4.475	1.197	4.167	1.361	4.329	1.270
5. Partial-Fair	5.900	0.805	4.639	1.068	5.303	1.264
6. Autocratic-Democratic	3.975	1.491	3.722	1.074	3.855	1.299
7. Aloof-Responsive	5.375	1.336	5.139	1.082	5.263	1.212
8. Restricted-Understanding	4.975	1.251	5.028	0.915	5.000	1.090
9. Harsh-Kindly	4.950	1.123	5.028	0.795	4.987	0.969
10. Dull-Stimulating	4.975	1.282	4.472	1.266	4.737	1.283
11. Stereotyped-Original	4.350	1.053	3.972	1.169	4.171	1.111
12. Apathetic-Alert	5.225	0.980	5.250	0.845	5.237	0.821
13. Unimpressive-Attractive	5.925	1.004	6.056	0.591	5.987	0.682
14. Evading-Responsible	5.225	0.980	5.250	0.845	5.237	0.906
15. Erratic-Steady	5.275	0.866	5.028	1.050	5.158	0.952
16. Excitable-Poised	5.225	1.197	4.639	1.391	4.947	1.309
17. Uncertain-Confident	5.250	1.045	4.611	1.323	4.947	1.212
18. Disorganized-Systematic	5.825	0.799	5.278	0.911	5.566	0.887
19. Inflexible-Adaptable	4.150	1.215	4.278	1.629	4.211	1.408
20. Pessimistic-Optimistic	4.825	1.102	4.859	0.979	4.855	1.065
21. Immature-Integrated	5.250	0.925	4.944	1.056	5.115	0.987
22. Narrow-Broad	5.725	0.910	5.083	1.298	5.421	1.142

SECTION 8

INTERACTION ANALYSIS

Two 20 minute teaching sessions were recorded using a 14 category Interaction Analysis technique. Five ratios were computed from the data obtained during both sessions. This information is presented in the following tables.

EXPLANATORY NOTE: The figures in this table were obtained by dividing Categories 1, 2, and 3 by Categories 7, 8, and 9.

Table 8.1

Indirect to Direct Teaching Ratio (i/d)

	Mean	S.D.
Elementary	0.7500	0.6080
Secondary	2.7872	4.3238
Total	1.7369	3.1289

EXPLANATORY NOTE: The figures in this table were obtained by dividing categories 1, 2, 3, 4, and 5 by categories 6, 7, 8, and 9.

Table 8.2

Indirect to Direct Teaching Ratio (I/D)

	Mean	S.D.
Elementary	1.1232	.4657
Secondary	.7031	.4123
Total	.9242	.4885

EXPLANATORY NOTE: The figures in this table were obtained by dividing categories 10 and 11 by categories 1 through 9.

Table 8.3

Student Talk to Teacher Talk Ratio (ST/TT)

	Mean	S.D.
Elementary	.5393	.2408
Secondary	.6550	.8008
Total	.5941	.5811

EXPLANATORY NOTE: The figures in this table were obtained by dividing categories 12, 13 and 14 by categories 1 through 14.

Table 8.4

Silence to Total Teaching Ratio (Sil/Tot.)

	Mean	S.D.
Elementary	.2830	.1850
Secondary	.1870	.1741
Total	.2375	.1862

EXPLANATORY NOTE: The figures in this table were obtained by dividing category 6 by categories 1 through 14.

Table 8.5

Lecture to Total Teaching Ratio (Lec/Tot)

	Mean	S.D.
Elementary	.0973	.0498
Secondary	.2896	.1730
Total	.1884	.1571

SECTION 9

Initial follow-up information concerning subject's occupational status was obtained by mailed questionnaire and phone interviews during the first part of the fall semester, 1972. This information is presented in the following tables.

Table 9.1

Subjects Presently Teaching in Kentucky

	Frequency
Elementary	16
Secondary	8
Total	24

Table 9.2

Occupations of Subjects Not Teaching in Kentucky

Occupation	Frequency
Clerical	2
Dairyman	1
Dietary	1
Distributor (food products)	1
Graduate Student	3
Military	1
Seed Company	1
Social Work	1
Substitute Teacher	1
Teacher (out of state)	1
Unemployed	1

EXPLANATORY NOTE: Subjects were allowed to select more than one reason for not teaching.

Table 9.3

Reasons for Not Teaching

Reasons	Elementary	Secondary	Total
Salary too low	0	2	2
Entered Graduate School	1	1	2
Could not find a teaching position	3	7	10
Did not want to teach	0	1	1
Marriage	0	1	1
Pregnancy	1	0	1
Military Obligation	0	1	1

APPENDIX A

INITIAL-INFORMATION FORM FOR STUDENT-TEACHER FOLLOW-UP STUDY

INITIAL INFORMATION FORM
FOR STUDENT-TEACHER FOLLOW-UP STUDY

Please complete and return in self-addressed envelope by January 30, 1972.

Name _____

Campus Address _____

Phone _____

1. I plan to student teach the second bi-term of the Spring semester, 1972.

   YES ( ) NO ( )

2. I plan to teach in Kentucky during the school year, 1972-73.

   YES ( ) NO ( )

3. I was a resident of Kentucky at least one year prior to entering Western Kentucky University.

   YES ( ) NO ( )

4. I will participate in the follow-up study being conducted by the Office of Educational Research.

   YES ( ) NO ( )

5. I plan to be certified in

   Secondary Education ( ) Elementary Education ( )

APPENDIX B

CAREER BASE LINE DATA QUESTIONNAIRE

CAREER BASE LINE DATA QUESTIONNAIRE

A. DEMOGRAPHIC DATA

1. Name _____
2. Age _____
3. Sex _____
4. Race _____
5. High school from which you graduated _____
6. Year _____
7. Home address _____
8. Year graduated from WKU _____
9. Subject major(s) _____
10. Subject minor(s) _____
11. Teacher education major: Elem._____ Secondary_____
12. Marital status _____
13. Spouse's occupation _____
14. Father's occupation _____
15. Previous full time occupation(s) if any _____

    _____
16. Years of teaching experience _____
17. Do you intend to teach following graduation?

    immediately_____ at later time_____ no_____
18. When did you decide to enter the teaching profession?

    prior to entering college_____ during 1st year_____

    2nd year_____ 3rd year_____ 4th year_____ grad. school_____
19. In what type of community were you reared?

    rural_____ small town_____ suburban_____ metropolitan_____

CAREER BASE LINE DATA QUESTIONNAIRE
cont.

20. In what type of community do you prefer to live and teach?

rural_____ small town_____ suburban_____ metropolitan_____

21. In what geographical area do you desire to teach?

Ky._____ State bordering Ky._____ N.E._____ S.E._____

N.W._____ S.W._____ Other_____

B. ACTIVITY PARTICIPATION

	H.S.	COLLEGE	AFTER COLLEGE
1-2 Athletics (varsity)			
3-4 Athletics (intramural)			
5-6 Music			
7-8 Speech and/or drama			

Societies and Organizations at WKU

9. Social 10. Professional 11. Service
12. Other

APPENDIX C

F-SCALE: FORMS 45 and 40

F-SCALE: FORMS 45 AND 40

The following statements refer to opinions regarding a number of social groups and issues, about which some people agree and others disagree. Please mark each statement in the left-hand margin according to your agreement or disagreement as follows:

+1: slight support, agreement
+2: moderate support, agreement
+3: strong support, agreement

-1: slight opposition, disagreement
-2: moderate opposition, disagreement
-3: strong opposition, disagreement

_____1. Obedience and respect for authority are the most important virtues children should learn.

_____2. A person who has bad manners, habits, and breeding can hardly expect to get along with decent people.

_____3. If people would talk less and work more, everybody would be better off.

_____4. The business man and the manufacturer are much more important to society than the artist and the professor.

_____5. Science has its place, but there are many important things that can never be understood by the human mind.

_____6. Every person should have complete faith in some super-natural power whose decisions he obeys without question.

_____7. Young people sometimes get rebellious ideas, but as they grow up they ought to get over them and settle down.

_____8. What this country needs most, more than laws and political programs, is a few courageous, tireless, devoted leaders in whom the people can put their faith.

_____9. Nobody every learned anything really important except through suffering.

____10. No sane, normal, decent person could ever think of hurting a close friend or relative.

____11. What the youth needs most is strict discipline, rugged determination and the will to work and fight for family and country.

____12. An insult to our honor should always be punished.

____13. Sex crimes, such as rape and attacks on children, deserve more than mere imprisonment; such criminals ought to be publicly whipped, or worse.

____14. There is hardly anything lower than a person who does not feel a great love, gratitude, and respect for his parents.

____15. Most of our social problems would be solved if we could somehow get rid of the immoral, crooked, and feeble-minded people.

____16. Homosexuals are hardly better than criminals and ought to be severely punished.

____17. When a person has a problem or worry, it is best for him not to think about it, but to keep busy with more cheerful things.

____18. Nowadays more and more people are prying into matters that should remain personal and private.

____19. Some people are born with an urge to jump from high places.

____20. People can be divided into two distinct classes: the weak and the strong.

____21. Some day it will probably be shown that astrology can explain a lot of things.

____22. Wars and social trouble may someday be ended by an earthquake or flood that will destroy the whole world.

____23. No weakness or difficulty can hold us back if we have enough will power.

____24. Most people don't realize how much our lives are controlled by plots hatched in secret places.

____25. Human nature being what it is, there will always be war and conflict.

____26. Familiarity breeds contempt.

____27. Nowadays when so many different kinds of people move around and mix together so much, a person has to protect himself especially carefully against catching an infection or disease from them.

____28. The wild sex life of the old Greeks and Romans was tame compared to some of the goings-on in this country, even in places where people might least expect it.

APPENDIX D

TEACHER EVALUATION BY PEER/SUPERVISOR

Teacher Evaluation

by

Peer/Supervisor

Name of Teacher Evaluated _____ School _____

Grade or Subject Taught _____

Please check the appropriate items about yourself

☐ Female ☐ Male

☐ Peer (Colleague) ☐ Administrator or Supervisor

As a part of the continuing evaluation of select faculty of this School you are being asked to evaluate one of your fellow faculty members. Please answer the following items as candidly and consisely as possible. You may use the back of this page if additional space is needed.

1. What are your particular qualifications for evaluating this person?

2. Assuming this person is eligible, would you recommend promotion?
   Yes No Comment:

3. Assuming this person is eligible for tenure, would you recommend tenure?
   Yes No Comment:

4. Assuming this person is eligible for reappointment as a probationary faculty member, would you recommend reappointment?
   Yes No Comment:

Teaching is the most important task of the school In order to help the school to be informed regarding the quality of its teaching, you are requested to indicate your opinion of this instructor's performance in the four important dimensions of teaching described on the following pages. The highest rating is number 5; the lowest is number 1. Please encircle the number that represents your opinion of the instructor. Three of the five ratings for each dimension are described by words and phrases printed to the left of the numbers. The intermediate numbers may also be used for the expression of your opinions.

DIMENSIONS OF TEACHING	DESCRIPTIVE WORDS AND PHRASES	RATING
Subject Matter Competence	Thorough, broad, and accurate knowledge of theory and practice; very able to organize, interpret, explain and illustrate concepts and relationships.	5
		4
	Adequate understanding; most interpretations and explanations are clear	3
		2
	Knowledge of subject is limited; does not give clear explanations and illustrations.	1
Relations with Students	Excellent rapport; feeling of good-will prevails; very interested in students; easily approached; students are challenged yet individuality is respected.	5
		4
	Adequate rapportl shows some interest in students; usually approachable; students are encouraged to participate; shows some sense of humor	3
		2
	Seems unfriendly and unresponsive; impatient; sometimes antagonizes students; too busy to be helpful.	1

DIMENSIONS OF TEACHING	DESCRIPTIVE WORDS AND PHRASES	RATING
Appropriateness of Assignments and Academic Expectations	Assignments are challenging; he allows for differences of ability but expects superior achievement; stresses important topics and concepts and avoids giving time to trivial details; demands critical and analytical thought; tests seem valid.	5
		4
	Most assignments are clear, reasonable and related to class work; expects understanding not memorization; recognizes individual differences among students but generally seems to ignore them; tests are usually related to assignments and class work.	3
		2
	Assignments are unrealistic, often not clear, not related to class work; students do not know what the teacher expects; tests seem unrelated to assignments and class work.	1
Overal Classroom Effectiveness	Lessons are carefully planned and show definite purpose; words come easily; well-organized ideas and concepts are clearly related; enthusiastic and stimulating; raises thought provoking questions; discussions are lively; pleasing manner, free from annoying mannerisms.	5
		4
	Usually well-prepared, purposes are usually clear; presentations are fairly well-organized; encourages student participation; objectionable mannerisms are not serious or numerous; asks some good questions.	3
		2

DIMENSIONS OF TEACHING	DESCRIPTIVE WORDS AND PHRASES	RATING
	Lessons not planned, purposes are lacking or vague; relationships of concepts are not explained; asks few questions; subject seems uninteresting to him; repeatedly exhibits annoying mannerisms.	1

You may wish to comment further on this instructor's teaching performance. If so, you may use the space below and the back of this page.

APPENDIX E

STUDENT EVALUATION OF TEACHING

STUDENT EVALUATION OF TEACHING

D. J. VELDMAN and R. F. PECK

TEACHER'S LAST NAME: _____

SUBJECT: _____

SCHOOL: _____

CIRCLE THE RIGHT CHOICES BELOW

Teacher's Sex: M F

My Sex: M F

My Grade Level:

3 4 5 6 7 8 9 10 11 12

DO NOT USE

CIRCLE ONE OF THE FOUR CHOICES IN FRONT OF EACH STATEMENT.
THE FOUR CHOICES MEAN:

F = Very Much False
f = More False Than True
t = More True Than False
T = Very Much True

This Teacher:

F f t T	is always friendly toward students.
F f t T	knows a lot about the subject.
F f t T	is never dull or boring.
F f t T	expects a lot from students.
F f t T	asks for students' opinions before making decisions.
F f t T	is usually cheerful and optimistic.
F f t T	is not confused by unexpected questions.
F f t T	makes learning more like fun than work.
F f t T	doesn't let students get away with anything.
F f t T	often gives students a choice in assignments.

Scoring the SET

The Student Evaluation of Teachers (SET) was scored, as suggested by Veldman (16), in the following manner:

1) The responses were assigned the following values:

   F=1
   f=2
   t=3
   T=4

2) Means of each of the ten items were completed.

3) Item means are multiplied by 100.

4) These scores are then paired according to the dimension of teaching they are measuring. ie

   Item 1 with Item 6
   Item 2 with Item 7
   Item 3 with Item 8
   Item 4 with Item 9
   Item 5 with Item 10

   and the mean is found for each dimension.

5) In addition to scores on the five dimensions, a composit score was obtained by finding the mean of all ten item means.

APPENDIX F

TEACHER PREPARATION EVALUATION INVENTORY

TEACHER PREPARATION EVALUATION INVENTORY

The Office of Educational Research is interested in obtaining information concerning the preparation of Western graduates in teacher education. This information will enable us to introduce new ideas that will influence the revision and future development of the teacher preparation programs.

Group summary data only will be made public; your questionnaire will be kept confidential. This questionnaire will require approximately fifteen minutes of your time.

We appreciate your help in the study of teacher preparation and evaluation.

NAME: _____ LEVEL: SECONDARY ELEMENTARY
(Circle One)

1. Generally, how would you rate the required professional education courses as preparing you for the teaching profession?

( ) Very Good ( ) Good ( ) Fair ( ) Poor ( ) Very Poor

2. How would you rate the subject matter preparation you received in terms of preparing you for the teaching profession?

( ) Very Good ( ) Good ( ) Fair ( ) Poor ( ) Very Poor

3. How would you rate your teacher education program in helping you to recognize and solve problems encountered in the classroom?

( ) Very Good ( ) Good ( ) Fair ( ) Poor ( ) Very Poor

The next five items are methods by which you were taught in your professional education courses. Rate each one as to its effectiveness in preparing you for teaching.

	Very Good	Good	Fair	Poor	Very Poor
4. Texts and required reading	( )	( )	( )	( )	( )
5. Research papers and independent study	( )	( )	( )	( )	( )
6. Lectures	( )	( )	( )	( )	( )
7. Seminars	( )	( )	( )	( )	( )
8. Classroom observation	( )	( )	( )	( )	( )

Rate items 9-28 on each of the three dimensions shown. 1) How serious a problem is it for you in your teaching situation? 2) How would you evaluate the quality of your college preparation in this area? 3) How sufficient was the quality of your college preparation in this area?

	Seriousness of Problem				Quality of Instruction				Sufficiency of Instruction			
	Severe	Substantial	Little	Not at all	Excellent	Good	Poor	Dismal	Far too much	Excessive	Too Little	None
9. Developing rapport with students	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
10. Teaching gifted students	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
11. Teaching below average students	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
12. Teaching mentally handicapped students	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
13. Teaching physically handicapped students	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
14. Teaching disrespectful students	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
15. Teaching students of different socio-economic levels	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
16. Maintaining discipline	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
17. Relevance of material from student's point of view	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
18. Faculty relationships	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
19. Relationship with administrators	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
20. Relationship with parents	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

	Seriousness of Problem				Quality of Instruction				Sufficiency of Instruction			
	Severe	Substantial	Little	Not at all	Excellent	Good	Poor	Dismal	Far too much	Excessive	Too Little	None
21. Test Preparation and use	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
22. Techniques of evaluating student performance	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
23. Various teaching techniques	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
24. Motivating students	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
25. Use of classroom materials	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
26. Use of audio-visual aids	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
27. Self-evaluation of teaching	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
28. Knowledge of outside resources	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

Rate the following college courses on each of the three dimensions shown. 1) How useful or relevant has the course been to your teaching? 2) What was the quality of instruction in the course? 3) How sufficient was the quality of instruction in the course? If you did not take the course, check the appropriate box and go to the next course. If you took the course but not at WKU, circle the course and complete the rating.

		Usefulness of Course					Quality of Instruction				Sufficiency of Instruction			
ELEMENTARY:	Not Taken	Of Great Value	Useful	Of Little Value	Useless		Excellent	Good	Poor	Dismal	Far Too Much	Excessive	Too Little	None
29. Introduction to Elementary Education	☐	( )	( )	( )	( )		( )	( )	( )	( )	( )	( )	( )	( )
30. Human Growth and Development	☐	( )	( )	( )	( )		( )	( )	( )	( )	( )	( )	( )	( )
31. Materials and Methods in Social Studies	☐	( )	( )	( )	( )		( )	( )	( )	( )	( )	( )	( )	( )
32. Teaching of Reading	☐	( )	( )	( )	( )		( )	( )	( )	( )	( )	( )	( )	( )
33. Teaching of Math in Elementary Schools	☐	( )	( )	( )	( )		( )	( )	( )	( )	( )	( )	( )	( )
34. Teaching of Science in Elementary Schools	☐	( )	( )	( )	( )		( )	( )	( )	( )	( )	( )	( )	( )
35. Tests and Measurements in Education	☐	( )	( )	( )	( )		( )	( )	( )	( )	( )	( )	( )	( )
36. Pre-Student Teaching Seminar	☐	( )	( )	( )	( )		( )	( )	( )	( )	( )	( )	( )	( )
37. Audio-Visual Aids	☐	( )	( )	( )	( )		( )	( )	( )	( )	( )	( )	( )	( )
38. Student Teaching	☐	( )	( )	( )	( )		( )	( )	( )	( )	( )	( )	( )	( )

SECONDARY:	Not Taken	Usefulness of Course: Of Great Value	Useful	Of Little Value	Useless	Quality of Instruction: Excellent	Good	Poor	Dismal	Sufficiency of Instruction: Far Too Much	Excessive	Too Little	None
39. Introduction to Secondary Education	☐	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
40. Human Growth and Development	☐	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
41. Tests and Measurements	☐	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
42. Methods and Materials	☐	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
43. Audio-Visual Aids	☐	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
44. Student Teaching	☐	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

45. Are you a member of a professional organization such as the NEA?

( ) Yes ( ) No

46. If yes, rate participation in this organization as to its benefit in your teaching position.

( ) Very Good ( ) Good ( ) Fair ( ) Poor ( ) Very Poor

Rate the following functions or services you knew them when you were attending Western Kentucky University.

	Very Good	Good	Fair	Poor	Very Poor
46. Counselor Services	( )	( )	( )	( )	( )
47. Admissions	( )	( )	( )	( )	( )
48. Placement	( )	( )	( )	( )	( )
49. Financial Aid	( )	( )	( )	( )	( )
50. Academic Advisement	( )	( )	( )	( )	( )
51. Records and Registration	( )	( )	( )	( )	( )
52. Student Activities	( )	( )	( )	( )	( )
53. Availability of Faculty	( )	( )	( )	( )	( )

Please comment briefly on each of the following questions.

54. To what degree did your courses at WKU shape your ideas about teaching?

_____

_____

_____

_____

_____

55. Is teaching different from what your teacher education courses led you to expect?

_____

_____

_____

_____

_____

56. Did your professional education courses motivate you to use creative ideas in your teaching?

57. How can Western Kentucky University improve its preparation of teachers? List ideas and explain. Use additional space on back of page if necessary.

58. If you have any other comments concerning your preparation at Western Kentucky University or any comments that would be of benefit in our evaluation of the program, please list. Use additional space on back of page if necessary.

APPENDIX G

CLASSROOM OBSERVATION RECORD

Classroom Observation Record

Teacher Characteristics Study

Teacher _____ No. ____ Sex ____ Class or Subject _____ Date _____

City _____ School _____ Time _____ Observer _____

PUPIL BEHAVIOR									REMARKS:
1. Apathetic	1	2	3	4	5	6	7	N	Alert
2. Obstructive	1	2	3	4	5	6	7	N	Responsible
3. Uncertain	1	2	3	4	5	6	7	N	Confident
4. Dependent	1	2	3	4	5	6	7	N	Initiating
TEACHER BEHAVIOR									
5. Partial	1	2	3	4	5	6	7	N	Fair
6. Autocratic	1	2	3	4	5	6	7	N	Democratic
7. Aloof	1	2	3	4	5	6	7	N	Responsive
8. Restricted	1	2	3	4	5	6	7	N	Understanding
9. Harsh	1	2	3	4	5	6	7	N	Kindly
10. Dull	1	2	3	4	5	6	7	N	Stimulating
11. Stereotyped	1	2	3	4	5	6	7	N	Original
12. Apathetic	1	2	3	4	5	6	7	N	Alert
13. Unimpressive	1	2	3	4	5	6	7	N	Attractive
14. Evading	1	2	3	4	5	6	7	N	Responsible
15. Erratic	1	2	3	4	5	6	7	N	Steady
16. Excitable	1	2	3	4	5	6	7	N	Poised
17. Uncertain	1	2	3	4	5	6	7	N	Confident
18. Disorganized	1	2	3	4	5	6	7	N	Systematic
19. Inflexible	1	2	3	4	5	6	7	N	Adaptable
20. Pessimistic	1	2	3	4	5	6	7	N	Optimistic
21. Immature	1	2	3	4	5	6	7	N	Integrated
22. Narrow	1	2	3	4	5	6	7	N	Broad

FIGURE 1

Generalized Descriptions of Critical Behaviors of Teachers

Effective Behaviors	Ineffective Behaviors
1. Alert, appears enthusiastic.	1. Is apathetic, dull, appears bored.
2. Appears interested in pupils and classroom activities.	2. Appears uninterested in pupils and classroom activities.
3. Cheerful, optimistic.	3. Is depressed, pessimistic; appears unhappy.
4. Self-controlled, not easily upset.	4. Looses temper, is easily upset.
5. Likes fun, has a sense of humor.	5. Is overly serious, too occupied for humor.
6. Recognizes and admits own mistakes.	6. Is unaware of, or fails to admit, own mistakes.
7. Is fair, impartial, and objective in treatment of pupils.	7. Is unfair or partial in dealing with pupils.
8. Is patient.	8. Is impatient.
9. Shows understanding and sympathy in working with pupils.	9. Is short with pupils, uses sarcastic remarks, or in other ways shows lack of sympathy with pupils.
10. Is friendly and courteous in relations with pupils.	10. Is aloof, and removed in relations with pupils.
11. Helps pupils with personal as well as educational problems.	11. Seems unaware of pupils' personal needs and problems.
12. Commends effort and gives praise for work well done.	12. Does not commend pupils, is disapproving, hypercritical.
13. Accepts pupils' efforts as sincere.	13. Is suspicious of pupil motives.
14. Anticipates reactions of others in social situations.	14. Does not anticipate reactions of others in social situations.
15. Encourages pupils to try to do their best.	15. Makes no effort to encourage pupils to try to do their best.
16. Classroom procedure is planned and well organized.	16. Procedure is without plan, disorganized.
17. Classroom procedure is flexible within over-all plan.	17. Shows extreme rigidity of procedure, inability to depart from plan.
18. Anticipates individual needs.	18. Fails to provide for individual differences and needs of pupils.
19. Stimulates pupils through interesting and original materials and techniques.	19. Uninteresting materials and teaching techniques used.
20. Conducts clear practical demonstrations and explanations.	20. Demonstrations and explanations are not clear and are poorly conducted.
21. Is clear and thorough in giving directions.	21. Directions are incomplete, vague.

Figure 1 (Continued)

22. Encourages pupils to work through their own problems and evaluate their accomplishments.	22. Fails to give pupils opportunity to work out own problems or evaluate their own work.
23. Disciplines in quiet, dignified, and positive manner.	23. Reprimands at length, ridicules, resorts to cruel or meaningless forms of correction.
24. Gives help willingly.	24. Fails to give help or gives it grudgingly.
25. Foresees and attempts to resolve potential difficulties.	25. Is unable to foresee and resolve potential difficulties.

Figure 2 (Continued)

GLOSSARY

(To be used with classroom observation record.)

Pupil Behaviors

1. Apathetic-Alert Pupil Behavior

Apathetic	Alert
1. Listless.	1. Appear anxious to recite and participate.
2. Bored-acting.	2. Watch teacher attentively.
3. Enter into activities half-heartedly.	3. Work concentratedly.
4. Restless.	4. Seem to respond eargerly.
5. Attention wanders.	5. Prompt and ready to take part in activities when they begin.
6. Slow in getting under way.	

2. Obstructive-Responsible Pupil Behavior

Obstructive	Responsible
1. Rude to one another and/or to teacher.	1. Courteous, co-operative, friendly with each other and with teacher.
2. Interrupting; demanding attention; disturbing.	2. Complete assignments without complaining or unhappiness.
3. Obstinate; sullen.	3. Controlled voices.
4. Refusal to participate.	4. Received help and criticism attentively.
5. Quarrelsome; irritable.	5. Asked for help when needed.
6. Engaged in name-calling and/or tattling.	6. Orderly without specific directions from teacher.
7. Unprepared	7. Prepared.

3. Uncertain-Confident Pupil Behavior

Uncertain	Confident
1. Seem afraid to try; unsure.	1. Seem anxious to try new problems or activities.
2. Hesitant; restrained.	2. Undisturbed by mistakes.
3. Appear embarrassed.	3. Volunteer to recite.
4. Frequent display of nervous habits, nail-biting, etc.	4. Enter freely into activities.
5. Appear shy and timid.	5. Appear relaxed.
6. Hesitant and/or stammering speech.	6. Speak with assurance.

4. Dependent-Initiating Pupil Behavior

Dependent	Initiating
1. Rely on teacher for explicit directions.	1. Volunteer ideas and suggestions.
2. Show little ability to work things out for selves.	2. Showed resourcefulness.
3. Unable to proceed when initiative called for.	3. Take lead willingly.
4. Appear reluctant to take lead or to accept responsibility.	4. Assume responsibilities without evasion.

Figure 2 (Continued)

Teacher Behaviors

5. Partial-Fair Teacher Behavior

Partial	Fair
1. Repeatedly slighted a pupil.	1. Treated all pupils approximately equally.
2. Corrected or criticized certain pupils repeatedly.	2. In case of controversy pupil allowed to explain his side.
3. Repeatedly gave a pupil special advantages.	3. Distributed attention to many pupils.
4. Gave most attention to one or a few pupils.	4. Rotated leadership impartially.
5. Showed prejudice (favorable or unfavorable) towards some social, racial, or religious groups.	5. Based criticism or praise on factual evidence, not hearsay.
6. Expressed suspicion of motives of a pupil.	

6. Autocratic-Democratic Teacher Behavior

Autocratic	Democratic
1. Tells pupils each step to take.	1. Guided pupils without being mandatory.
2. Intolerant of pupils' ideas.	2. Exchanged ideas with pupils.
3. Mandatory in giving directions; orders to be obeyed at once.	3. Encouraged (asked for) pupil opinion.
4. Interrupted pupils although their discussion was relevant.	4. Encouraged pupils to make own decisions.
5. Always directed rather than participated.	5. Entered into activities without domination.

7. Aloof-Responsive Teacher Behavior

Aloof	Responsive
1. Stiff and formal in relations with pupils.	1. Approachable to all pupils.
2. Apart; removed from class activity.	2. Participates in class activity.
3. Condescending to pupils.	3. Responded to reasonable requests and/or questions.
4. Routine and subject matter only concern; pupils as persons ignored.	4. Speaks to pupils as equals.
5. Referred to pupil as "this child" or "that child."	5. Commends effort.
	6. Gives encouragement.
	7. Recognized individual differences.

8. Restricted-Understanding Teacher Behavior

Restricted	Understanding
1. Recognized only academic accomplishments of pupils; no concern for personal problems.	1. Showed awareness of a pupil's personal emotional problems and needs.
2. Completely unsympathetic with a pupil's failure at a task.	2. Was tolerant of error on part of pupil.
3. Called attention only to very good or very poor work.	3. Patient with a pupil beyond ordinary limits of patience.
4. Was impatient with a pupil.	4. Showed what appeared to be sincere sympathy with a pupils' viewpoint.

Figure 2 (Continued)

9. Harsh-Kindly Teacher Behavior

Harsh	Kindly
1. Hypercritical; fault-finding.	1. Goes out of way to be pleasant and/or to help pupils; friendly.
2. Cross; curt.	2. Give a pupil a deserved compliment.
3. Depreciated pupil's efforts; was sarcastic.	3. Found good things in pupils to call attention to.
4. Scolds a great deal.	4. Seemed to show sincere concern for a pupil's personal problem.
5. Lost temper.	5. Showed affection without being demonstrative.
6. Used threats.	6. Disengaged self from a pupil without bluntness.
7. Permitted pupils to laugh at mistakes of others.	

10. Dull-Stimulating Teacher Behavior

Dull	Stimulating
1. Uninteresting, monotonous explanations.	1. Highly interesting presentation; gets and holds attention without being flashy.
2. Assignments provide little or no motivation.	2. Clever and witty, though not smart-alecky or wise-cracking.
3. Fails to provide challenge.	3. Enthusiastic; animated.
4. Lack of animation.	4. Assignments challenging.
5. Failed to capitalize on pupil interests.	5. Took advantage of pupil interests.
6. Pedantic, boring.	6. Brought lesson successfully to a climax.
7. Lacks enthusiasm; bored acting.	7. Seemed to provoke thinking.

11. Stereotyped-Original Teacher Behavior

Stereotyped	Original
1. Used routine procedures without variation.	1. Used what seemed to be original and relatively unique devices to aid instruction.
2. Would not depart from procedure to take advantage of a relevant question or situation.	2. Tried new materials or methods.
3. Presentation seemed unimaginative.	3. Seemed imaginative and able to develop presentation around a question or situation.
4. Not resourceful in answering questions or providing explanations.	4. Resourceful in answering question; had many pertinent illustrations available.

12. Apathetic-Alert Teacher Behavior

Apathetic	Alert
1. Seemed listless; languid; lacked enthusiasm.	1. Appeared buoyant; wide-awake; enthusiastic about activity of the moment.
2. Seemed bored by pupils.	2. Kept constructively busy.
3. Passive in response to pupils.	3. Gave attention to, and seemed interested in, what was going on in class.
4. Seemed preoccupied.	4. Prompt to "pick up" class when pupils' attention showed signs of lagging.
5. Attention seemed to wander.	
6. Sat in chair most of time; took no active part in class activities.	

Figure 2 (Continued)

13. Unimpressive-Attractive Teacher Behavior

Unimpressive	Attractive
1. Untidy or sloppily dressed.	1. Clean and neat.
2. Inappropriately dressed.	2. Well-groomed; dress showed good taste.
3. Drab, colorless.	3. Posture and bearing attractive.
4. Posture and bearing unattractive.	4. Free from distracting personal habits.
5. Possessed distracting personal habits.	5. Plainly audible speech; good expression; agreeable voice tone; good inflection.
6. Mumbled; inaudible speech; limited expression; disagreeable voice tone; poor inflection.	

14. Evading-Responsible Teacher Behavior

Evading	Responsible
1. Avoided responsibility; disinclined to make decisions.	1. Assumed responsibility; makes decisions as required.
2. "Passed the buck" to class, to other teachers, etc.	2. Conscientious.
3. Left learning to pupil, failing to give adequate help.	3. Punctual.
4. Let a difficult situation get out of control.	4. Painstaking; careful.
5. Assignments and directions indefinite.	5. Suggested aids to learning.
6. No insistance on either individual or group standards.	6. Controlled a difficult situation.
7. Inattentive with pupils.	7. Gave definite directions.
8. Cursory.	8. Called attention to standards of quality.
	9. Attentive to class.
	10. Thorough.

15. Erratic-Steady Teacher Behavior

Erratic	Steady
1. Impulsive; uncontrolled; temperamental; unsteady.	1. Calm; controlled.
2. Course of action easily swayed by circumstances of the moment.	2. Maintained progress toward objective.
3. Inconsistent.	3. Stable, consistent, predictable.

16. Excitable-Poised Teacher Behavior

Excitable	Poised
1. Easily disturbed and upset; flustered by classroom situation.	1. Seemed at ease at all times.
2. Hurried in class activities; spoke rapidly using many words and gestures.	2. Unruffled by situation that developed in classroom; dignified without being stiff or formal.
3. Was "jumpy"; nervous.	3. Unhurried in class activities; spoke quietly and slowly.
	4. Successfully diverted attention from a stress situation in classroom.

17. Uncertain-Confident Teacher Behavior

Uncertain	Confident
1. Seemed unsure of self; faltering, hesitant.	1. Seemed sure of self; self-confident in relations with pupils.
2. Appeared timid and shy.	2. Undisturbed and unembarrassed by mistakes and/or criticism.
3. Appeared artificial.	
4. Disturbed and embarrassed by mistakes and/or criticism.	

Figure 2 (Continued)

18. Disorganized-Systematic Teacher Behavior

Disorganized

1. No plan for class work.
2. Unprepared.
3. Objectives not apparent; undecided as to next step.
4. Wasted time.
5. Explanations not to the point.
6. Easily distracted from matter at hand.

Systematic

1. Evidence of a planned though flexible procedure.
2. Well prepared.
3. Careful in planning with pupils.
4. Systematic about procedure of class.
5. Had anticipated needs.
6. Provided reasonable explanations.
7. Held discussion together; objectives apparent.

19. Inflexible-Adaptable Teacher Behavior

Inflexible

1. Rigid in conforming to routine.
2. Made no attempt to adapt materials to individual pupils.
3. Appeared incapable of modifying explanation or activities to meet particular classroom situations.
4. Impatient with interruptions and digressions.

Adaptable

1. Flexible in adapting explanations.
2. Individualized materials for pupils as required; adapted activities to pupils.
3. Took advantage of pupils' questions to further clarify ideas.
4. Met an unusual classroom situation competently.

20. Pessimistic-Optimistic Teacher Behavior

Pessimistic

1. Depressed; unhappy.
2. Skeptical.
3. Called attention to potential "bad."
4. Expressed hopelessness of "education today," the school system, or fellow educators.
5. Noted mistakes; ignored good points.
6. Frowned a great deal; had unpleasant facial expression.

Optimistic

1. Cheerful; good-natured.
2. Genial.
3. Joked with pupils on occasion.
4. Emphasized potential "good."
5. Looked on bright side; spoke optimistically of the future.
6. Called attention to good points; emphasized the positive.

21. Immature-Integrated Teacher Behavior

Immature

1. Appeared naive in approach to classroom situations.
2. Self-pitying; complaining; demanding.
3. Boastful; conceited.

Integrated

1. Maintained class as center of activity; kept self out of spotlight; referred to class's activities, not own.
2. Emotionally well controlled.

22. Narrow-Broad Teacher Behavior

Narrow

1. Presentation strongly suggested limited background in subject or material; lack of scholarship.
2. Did not depart from text.
3. Failed to enrich discussions with illustrations from related areas.
4. Showed little evidence of breadth of cultural background in such areas as science, arts, literature, and history.
5. Answers to pupils' questions incomplete or inaccurate.
6. Noncritical approach to subject.

Broad

1. Presentation suggested good background in subject; good scholarship suggested.
2. Drew examples and explanations from various sources and related fields.
3. Showed evidence of broad cultural background in science, art, literature, history, etc.
4. Gave satisfying, complete, and accurate answers to questions.
5. Was constructively critical in approach to subject matter.

APPENDIX H

DESCRIPTION OF VERBAL BEHAVIOR

Category Number		Description of Verbal Behavior
1	T	ACCEPTS FEELING: accepts and clarifies the feeling and tone of students in a nonthreatening manner. Feelings may be positive or negative. Predicting and recalling feelings are also included.
2	E A	PRAISES OR ENCOURAGES: praises or encourages student action or behavior. Jokes that release tension not at the expense of another individual, nodding head or saying "uh-huh" or "go on" are included.
3	C H	ACCEPTS OR USES IDEAS OF STUDENT: clarifying, building on, developing and accepting ideas of students.
4	E	ASKS QUESTIONS: asking a question about content or procedure with the intent that the student should answer.
5	R	ANSWERS STUDENT QUESTIONS: direct answers to questions regarding content or procedure asked by students.
6	T	LECTURES: giving facts or opinions about content or procedures; expressing his own ideas; asking rehetorical questions.
7	A L	CORRECTIVE FEEDBACK: telling a student that his answer is wrong when the incorrectness of the answer can be established by other than opinion, i.e., empirical validation, definition or custom.
8	K	GIVES DIRECTIONS: directions, commands or orders to which a student is expected to comply.
9		CRITICIZES OR JUSTIFIES AUTHORITY: statements intended to change student behavior from a non-

Summary of the 14 Categories in the Observational System for the Analysis of Classroom Instruction.

		acceptable to an acceptable pattern; bawling out someone; stating why the teacher is doing what he is doing so as to achieve or maintain control; rejecting or criticizing a student's opinion or judgment.
10	STUDENT TALK	STUDENT TALK: talk by students in response to requests or narrow teacher questions. The teacher initiates the contact or solicits student's statement.
11	STUDENT	STUDENT QUESTIONS: questions concerning content or procedure that are directed to the teacher.
12	NON FUNCTIONAL	DIRECTED PRACTICE OR ACTIVITY: non-verbal behavior requested or suggested by the teacher. This category is also used to separate student to student response.
13		DEMONSTRATION: silence during periods when visual materials are being shown or when non-verbal demonstration is being conducted by the teacher
14		SILENCE OR CONFUSION: pauses, short periods of silence and periods of confusion in which communication cannot be understood by the observer.

		1	2	3	4	5	6	7	8	9	10	11	12	13	14
	F-SCALE		-.0482 -.2692 .0369	-.1000 -.3533 .3057	.5320 .0000 .5319	-.3303 -.4472 -.2048	-.2661 -.9337 -.1805	.2487 .1041 .2219	-.0570 -.1579 .2049	.1931 .1743 .2091	-.0395 -.3494 .0193	.4551 -.0878 .4235	.0310 -.3333 .3930	-.1163 -.3579 .1901	-. -. .
	TOTAL GPA			.8751 .9298 .8573	.6376 .0000 .6249	.7518 .8911 .6880	.5098 .4890 .5242	.1095 -.1251 .2056	.1342 .0118 .2430	.0029 -.0699 .2096	.0287 -.0301 .2093	.0113 -.3934 .2016	-.2051 -.3370 -.1917	.1305 .0492 .1981	-. -. .
	MAJ. GPA				.6819 .0000 .6817	.6209 .8399 .4480	.4216 .5133 .3534	-.0133 -.0720 .2451	.0814 .0030 .2047	-.1453 -.1675 -.0980	-.0406 -.0699 .0301	-.0861 -.3881 .3869	-.2720 -.4690 -.1870	.0707 .0200 .1994	-. -. .
	MIN. GPA					.2559 .0000 .2634	.0792 .0000 .0750	.1788 .0000 .1169	.2994 .0000 .2756	.2592 .0000 .2053	.2517 .0000 .2147	.1312 .0000 .0698	.1192 .0000 .0512	.3363 .0000 .3210	. - .
	PROF. GPA						.7749 .6670 .8884	.0204 -.8180 .2398	.0982 -.0493 .1868	.0091 -.1958 .2180	.1370 -.0287 .2671	-.2092 -.3591 -.1570	-.2263 -.4748 -.1908	.1469 .0385 .2223	-. -. .
	STD. TECH.							.1567 .1393 .1760	.1837 .0704 .2765	.0843 .0716 .2052	.1451 .2477 .0574	.0467 .1252 -.1178	-.1463 -.0488 -.3214	.1818 .2303 .0554	-. -. .
2	COR-1 APATHETIC								.4337 .5268 .4365	.8186 .9859 .6872	.5386 .5485 .5066	.5862 .6227 .2897	.2837 .2248 .3644	.3594 .3914 .3577	. . .
3	COR-2 OBSTRUCTIVE									.3486 .4528 .2477	.3635 .6701 .0943	.1666 .4513 -.0459	.2234 .2966 .1236	.2697 .3659 .1581	. . .
9	COR-3 CONFIDENT (CLASS PARTICIPATION)										.7546 .6645 .9040	.3376 .5023 .1651	.3465 .2513 .4836	.4679 .3622 .7134	. . .
10	COR-4 INITIATING (SUBJECT IDEAS)											.2077 .5983 -.1483	.5663 .5672 .5867	.7880 .7751 .6021	. . .
11	COR-5 PARTIAL-FAIR												.2575 .3988 .1509	.1284 .3416 .1705	. . .
12	COR-6 AUTOCRATIC (LESSON PLAN)													.6727 .6455 .6780	. . .
8	COR-7 RESPONSIVE														
5	COR-8 PATIENCE														
9	COR-9 WARMNESS														
	COR-10 STIMULATING														
	COR-11 ORIGINAL (STYLE)														
	COR-12 ALERT														
	COR-13 ATTRACTIVE (PHYSICAL)														
	COR-14 RESPONSIBLE														
	COR-15 STEADY (PROCEDURE)														
	COR-16 POISED														
	COR-17 CONFIDENT														
	COR-18 SYSTEMATIC														
	COR-19 ADAPTABLE														
	COR-20 CHEERFULNESS														
	COR-21 IMMATURE														
	COR-22 KNOWLEDGE OF SUBJECT														
	TEPS-S														

INTERCORRELATI
OF
SELECTED V
TEACHER PREPERAT
MODEL - CYCLE I

	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
	.4557	.0310	-.1163	-.1631	-.2309	-.0498	-.0689	.1014	-.1695	.1224	.1804	-.0476	.0668	.2478	-.0584	-.1306	.0891	.0706	-.1009	-.3490	-.3397	-.0482	.3709	.1191	.4737	.3501
	-.0878	-.2339	-.3579	-.4985	-.3088	-.1479	-.5331	.1491	-.1981	-.0838	-.2898	-.4093	-.1431	-.2380	-.2553	-.2347	-.4613	-.1173	-.3669	-.6335	-.7340	-.6044	.0336	-.3333	.3983	-.4423
	.6753	.5030	.4812	.2000	-.1360	-.1002	.2296	.0865	.2350	.1901	.1681	.1966	.1556	.2698	.2662	.2864	.1966	.1966	.1966	.1966	.1966	.2156	.1966	.1966	.3434	.3203
	.0115	-.2051	.1305	-.0163	-.0799	.0525	.0055	.0113	.1546	.0658	.1333	.1340	.1488	.1717	-.1370	-.0880	.1861	.0261	.1528	.1276	.1308	.0926	.0818	-.2192	.1156	-.0321
	-.3934	-.3310	.0492	-.1394	-.2765	-.0939	-.0061	-.1578	.1274	.0117	.0686	.1450	.0588	.1744	-.3576	-.3916	.1334	-.1367	.0435	.1944	.1241	.1701	.5370	-.0392	.3785	.0169
	.2006	.1417	.1451	.1414	.2201	.1817	.0507	.2555	.2044	.1966	.1966	.1966	.1966	.1966	.1966	.1966	.1966	.1966	.1966	.1966	.1966	.1966	.1966	.1966	.1966	.1966
	-.0861	-.2720	.0707	-.0852	-.1333	-.0285	.0218	.0091	.1665	.0296	.0996	.0547	.0629	.1277	-.1665	-.1148	.1582	-.0886	.0283	.1381	.1971	.1797	-.0288	-.3157	-.1663	-.2291
	-.3881	-.4690	.0200	-.2551	-.3289	-.0990	.0000	-.1639	.1538	.0182	-.0239	.0553	.0037	.1753	-.3626	-.3549	.0924	-.1034	.0342	.2163	.1185	.1395	.3793	-.4963	.4018	-.1703
	.3869	.1370	.1994	.2556	.2420	.1321	.0096	.2286	.1775	.1457	.1966	.1966	.1966	.1918	.1033	.1966	.1966	.1966	.1966	.1966	.1966	.1966	.1966	.1966	.1966	.1966
	.1312	.1193	.3363	.2628	.1751	.1602	.0561	.3458	.2131	-.0494	.5180	.0306	.2332	.3635	.2385	.0176	.3227	.2233	.1002	-.3002	.0293	.0876	.2971	-.0317	.0144	-.2527
	.0000	.0000	.0000	.0000	.0000	.0000	.0000	.0000	.0000	.0000	.0000	.0000	.0000	.0000	.0000	.0000	.0000	.0000	.0000	.0000	.0000	.0000	.0000	.0000	.0000	.0000
	.0698	.0812	.3270	.2467	.1535	.1424	.0587	.3421	.1626	.0627	.3524	.1226	.0991	.3269	.1244	.0966	.1966	.1966	.1966	.1966	.1966	.1966	.1966	.1966	.1966	.1966
	-.2092	-.2263	.1469	-.0302	-.1350	.1497	.1429	.0354	.2556	-.0170	.1255	.0457	.0512	.0294	-.0398	-.1194	.0091	.0998	.2476	.2061	.3381	.2066	-.0432	-.0601	.0409	-.3043
	-.3591	-.5744	.0385	-.1095	-.2886	-.0756	.1212	-.1600	.1640	.0738	.1456	.2683	.0915	.1401	-.3280	-.3027	.1740	.0044	.2731	.2934	.3459	.3585	.4214	.2569	.2997	.3629
	.1378	.1908	.2223	.0511	.0582	.3612	.1796	.2185	.1955	.1444	.1966	.1966	.1966	.1966	.1966	.1966	.1966	.1966	.1966	.1966	.1966	.1966	.1966	.1966	.1966	.1966
	.0467	-.1463	.1818	-.0258	-.0679	.7103	.2391	.0990	.3627	.2117	.1820	.2283	.2465	.2127	-.0704	.0062	.0779	.2694	.5404	.4548	.4642	.4505	-.0509	.0954	.1187	-.0357
	.1252	-.0488	.2303	-.0134	.0200	.2925	.3297	.0971	.2844	.3347	.1487	.4067	.3214	.4132	-.1013	.0916	.2421	.3506	.5921	.6410	.5017	.5921	.1646	.4328	.2157	.6662
	.1178	.3214	.1954	.0891	.1926	.3062	.1310	.1041	.5729	.4482	.1893	.0558	.0575	.0071	.1491	.0982	.1683	.1683	.5128	.4824	.5409	.2400	.1228	.1683	.1215	.1683
	.5862	.2837	.3594	.1175	.1971	.5506	.3723	.3397	-.1261	.3868	.2195	.2347	.3866	.5060	.2468	.3671	.3084	.3665	.3847	.0592	.1073	.2974	.2589	-.0892	.4316	.4745
	.6227	.2248	.3914	.0290	.2675	.5722	.1253	.6690	-.0050	.2341	.1307	.1458	.4154	.5316	.3245	.4638	.2242	.2930	.1940	.0139	-.1017	.0586	.5204	.1154	.0357	.6496
	.2397	.3644	.3577	.3307	.2819	.5161	.5135	.6667	-.2628	.3877	.2154	.1276	.2421	.3522	.3355	.4238	.2551	.1081	.1556	.5444	.1286	-.2147	.1737	.1905		
	.1666	.2234	.2647	.2967	.3690	.5018	.2726	.5189	.1264	.4587	.5359	.5769	.6218	.5536	.3990	.3474	.3377	.5032	.3279	.2088	.2153	.3403	.3605	.0959	.4219	-.0018
	.1453	.2966	.3659	.2758	.4046	.4057	.4595	.5359	.1488	.3783	.4502	.4385	.5820	.4189	.2667	.3728	.2477	.3951	.4012	.1391	.1403	.1030	-.4343	.1666	-.0543	-.0645
	.0659	.1270	.1537	.3482	.3581	.5934	.0968	.5168	.1252	.5381	.5985	.6930	.6602	.6227	.4001	.4474	.5344	.3941	.4794	.3824	.5214	.5741	.1767	.0708	.5565	.6440
	.3376	.3465	.4674	.1905	.1906	.6008	.3122	.5860	-.0343	.3663	.2617	.1739	.3546	.5141	.3785	.3377	.2995	.4342	.3140	.0704	.0014	.2971	.3902	.0124	.2846	.3472
	.5023	.2513	.3622	.0555	.2268	.5302	.0860	.6402	.0923	.2832	.1994	.1547	.4129	.5952	.2373	.4367	.2621	.2229	.2412	.0431	-.0867	.0247	.8374	.4342	.1944	.6295
	.1651	.4836	.7174	.4964	.2220	.6446	.4829	.6424	-.2088	.2999	.2089	.0349	.1033	.2973	.2281	.2980	.2470	.4691	.1557	-.2345	-.0291	.4637	.2402	-.2644	.0007	-.0078
	.2077	.5663	.7880	.5124	.4840	.6272	.5491	.5943	.1975	.4247	.2968	.2425	.2881	.3884	.6332	.4910	.5106	.4471	.2176	.2264	.1697	.3970	.0972	-.0648	.1833	.0417
	.5983	.5672	.7791	.5003	.6842	.6167	.5816	.5995	.4254	.4456	.2990	.4722	.4534	.5177	.5816	.6589	.6195	.4764	.2777	.4177	.3314	.3100	-.1359	.4833	.5511	.7614
	.1483	.5867	.8021	.5745	.1858	.6259	.4782	.6190	-.1218	.3780	.2744	.6174	.1197	.2451	.6941	.3239	.7612	.4080	.3945	.5545	.0398	.4466	.1183	-.2397	-.0391	-.0905
		.2575	.1284	.1653	.1340	.1504	.1955	.1334	.0262	.3863	.3076	.2774	.3094	.4608	-.0200	.2944	.3122	.2138	.2234	.1704	.2022	.2519	.0542	.0342	.3223	.5844
		.3488	.3426	.3111	.4166	.3035	.2610	.3922	.1532	.4646	.4761	.3251	.4225	.5238	.4334	.5434	.4421	.6074	.3026	.3347	.2192	.2115	-.9536	.2899	-.2120	.2319
		.1509	.1703	.1312	.0648	.1220	.0151	.0081	.0104	.1402	.1251	.0552	.0508	.2451	.2360	.1141	.1681	.2383	.1269	.0120	.0716	.0378	.0396	.0647	.0286	.4638
			.6727	.7583	.7283	.4144	.4718	.3514	.0423	.0823	.1337	.2497	.1066	.0848	.7228	.6829	.5705	.1014	.1052	.2188	.0501	.2076	.1345	.0351	.3141	.3411
			.6455	.7968	.8010	.4677	.4419	.2833	.1658	.1188	.0832	.2613	.1393	-.0701	.8229	.7485	.6537	-.0058	.2230	.3520	.1807	.0934	-.1791	.7446	.2210	.5663
			.6785	.6966	.5934	.3185	.5205	.4704	-.2521	.3284	.1768	.2142	.0450	.2358	.5852	.5894	.4185	.1759	-.2573	-.1309	-.2161	.3981	.1204	-.3773	.0575	-.0322
				.7054	.6390	.6802	.6281	.5877	.2262	.3091	.2206	.3070	.2487	.2789	.6952	.6166	.6141	.3912	.1762	.3006	.2164	.3848	.1233	.2038	.1552	.0604
				.6884	.7936	.7505	.7530	.5452	.3360	.2649	.1109	.4548	.3439	.2248	.6442	.7564	.7718	.2407	.2035	.4798	.4114	.4051	-.2551	.4601	.4669	.4425
				.7385	.5925	.5828	.4769	.6629	.0102	.3394	.3330	.1134	.1221	.3046	.8112	.4043	.4570	.5464	.0793	-.0945	-.1155	.3316	.1781	-.5150	-.1041	-.2879
					.8312	.4589	.3682	.3420	.0525	.1523	.3579	.3692	.2811	.2236	.6381	.7332	.7279	.2007	.1844	.4354	.2857	.2903	.1891	-.0715	.1765	.2673
					.5840	.3851	.5566	.1981	.1242	-.0629	.3236	.2430	.1761	.1007	.6951	.7832	.7477	.0052	.1731	.5279	.4191	.2349	-.1615	.6323	-.0326	.1597
					.7066	.6228	.1520	.5994	-.1381	.5174	.4431	.5281	.4719	.4488	.6358	.6221	.7432	.4685	.2811	.2163	.0781	.4362	.2495	-.3353	.0214	.1291
						.4538	.4359	.4433	-.0002	.1575	.1561	.3404	.2231	.1507	.6411	.8232	.5593	.1883	.1380	.3181	.1847	.1515	.0906	-.2069	.1262	.0987
						.6023	.6502	.4653	.0666	.0051	.2180	.3808	.3252	.1217	.7871	.8707	.7097	.1919	.2135	.4626	.3662	.2490	-.4762	.4870	.2015	.1674
						.2786	.1908	.4024	-.1913	.2949	.2148	.3555	.1697	.2528	.5390	.7413	.4227	.2543	.1079	-.6402	-.1123	.0445	.2338	-.5536	-.0065	-.0579
							.4926	.8226	.0413	.4845	.3835	.6274	.6990	.4613	.4699	.5551	.5153	.6085	.4607	.2557	.2813	.4692	.0195	.6149	.1581	.1754
							.2273	.8626	.1212	.3222	.1725	.5867	.6628	.3678	.5177	.7336	.4383	.3864	.3895	.3401	.1652	.3197	-.1424	.4601	.0943	.4771
							.1763	.8185	-.0567	.6050	.5540	.6370	.7133	.4947	.4747	.4011	.6261	.7536	.5758	.2979	.3562	.5828	.0211	-.2160	.0263	-.0913
								.4489	.2971	.2796	.2932	.3038	.1975	.3108	.4215	.4329	.3097	.2693	.1300	.2044	.3803	.4725	.0330	.0242	.1937	-.0325
								.5703	.3749	.4673	.3798	.7695	.6340	.5425	.4918	.6316	.5943	.5178	.2792	.5056	.5663	.5364	-.5403	.3084	-.1119	.1076
								.3551	.2576	.0227	.1924	-.1512	-.2165	.2148	.3981	.2471	.0265	.0792	-.1961	-.2679	.0076	.3587	.1959	-.1335	.2050	-.2481
									-.0950	.4596	.3158	.4153	.4876	.4843	.4791	.5338	.3903	.5083	.1880	.0126	.0935	.2712	.0419	-.2829	.1002	.0021
									-.1024	.3615	.2335	.4593	.6361	.4730	.3570	.5567	.2541	.5010	.1421	-.0131	-.0342	.1026	-.1284	.3039	.1225	.3602
									-.0885	.6178	.1423	.4068	.4210	.4583	.6200	.4883	.5723	.5972	.3096	.0481	.2859	.5385	.1507	-.4683	.1280	-.1469
										.1622	.2003	.1493	.0195	.1765	.1012	.1130	.1243	.1206	.1841	.3492	.4263	.2095	.0373	.0342	-.0139	-.3107
										.2940	.2373	.3542	.1463	.2616	.1824	.1687	.3048	.2649	.3776	.4409	.5510	.5317	-.3054	.2634	.0179	.4650
										.0209	.2186	-.0993	-.1023	.1601	-.0013	-.0191	-.0890	.0319	-.3010	.0865	.2416	-.0342	.1997	-.0262	.3905	-.3717
												.4863	.6157	.6082	.6372	.1034	.2196	.4940	.6737	.4340	.3125	.3200	.5117	.0596	-.0955	.1821	.2648
												.4545	.5422	.6024	.5937	-.1781	.1016	.2310	.5210	.2313	.3556	.4259	.4047	-.3277	.3762	.3190	.1317
												.4924	.6390	.5604	.6152	.3707	.4197	.7094	.5210	.5871	.3213	.1254	.5453	.1259	-.2841	.0796	.2500
													.6065	.6979	.8117	.2215	.1764	.0102	.6641	.4265	.2504	.3798	.4767	.3725	.3016	.1561	.0818
													.5846	.6478	.7198	.0713	.3813	.4356	.5353	.3206	.3852	.4431	.3306	.0246	.3980	-.3777	.1558
													.6114	.7280	.8986	.3392	.0175	.7446	.7431	.4931	.0792	.2977	.5968	.4630	.2970	.2578	.0188
														.8837	.5736	.2005	.3095	.0317	.6661	.5484	.3071	.3222	.4083	.0115	.2489	.1495	.2204
														.9676	.4558	.3012	.3325	.4575	.6997	.4592	.3106	.3490	.3100	-.3500	.5692	.1069	.2263
														.8856	.6475	.1572	.3203	.7866	.6125	.5856	.3400	.1989	.4213	.1274	.0574	.1261	.2067
															.6758	.1017	.2451	.5347	.7190	.6072	.2825	.2622	.4191	.0729	.3251	.0889	.2925
															.6065	.1865	.3523	.2723	.6849	.4070	.2148	.2593	.2590	-.1169	.5556	.0831	.2568
															.6833	.0735	.1504	.7556	.7203	.1127	.4250	.2159	.4849	.1153	.2124	.0942	.3067
																.1673	.2537	.6170	.7259	.4211	.2032	.2594	.4663	.5422	.1897	.2814	.3061
																.7528	.3479	.3927	.6358	.5200	.3290	.3644	.3483	.3536	.1929	-.3460	.2345
																.3210	.2816	.2968	.3585	.3765	.0281	.6704	.4880	.5735	.1806	.2767	.2024
																	.6024	.4892	.3384	.1292	.1650	.0557	.2648	.3981	-.1776	.2872	-.2283
																	.7747	.6089	.1137	.2355	.3800	.1653	.1719	-.6226	.1225	-.2726	-.0510
																	.4655	.2855	.5121	.1053	-.0902	-.0301	.4405	.1662	-.2674	.3931	-.3653
																		.5932	.1293	.1930	.3970	.2400	.2718	.0947	-.2052	.1847	.2258
																		.7289	.2383	.3395	.5023	.3883	.3228	-.1391	.2911	-.2956	.4712
																		.4771	.0656	.0876	.1894	.0365	.1807	.1344	-.5003	.2220	.0659
																			.4988	.3791	.4832	.3201	.4935	.2714	.0866	.3623	.4273
																			.2736	.2509	.6934	.5343	.4181	-.0582	.3301	-.0821	.2298
																			.6267	.4468	.2240	.0550	.5361	.2981	-.0070	.1525	.3137
																				.5106	.1814	.2281	.4248	.2077	.0846	.1044	-.0064
																				.3654	.2677	.3485	.3229	-.4982	.2859	-.0148	.0544
																				.5287	.1034	.0722	.4322	.3540	.0065	.0581	-.1206
																					.5382	.5103	.6922	.1273	.3455	.1975	.3991
																					.5465	.6183	.6541	.2469	.6248	.0855	.8467
																					.6208	.3514	.6279	.0581	.1710	.1551	.1403
																						.6322	.6799	.0154	.0153	.0645	.2687
																						.8233	.8292	.1015	.0188	-.3309	.1228
																						.2394	.4941	-.0331	.0079	.1796	.3826

CORRELATION MATRIX OF SELECTED VARIABLES

PREPERATION EVALUATION - CYCLE I, PHASE I.

19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43
-.1695	.1224	.1804	-.0476	.0668	.2478	-.0584	-.1306	.0891	.0706	-.1009	-.3490	-.3331	-.0982	.3709	.1131	.4737	.3501	.2521	.4776	-.3125	.2331	-.0570	-.1963	-.2188
-.3981	-.0838	-.3248	-.4043	-.3421	-.2380	-.2553	-.2347	-.4613	-.1173	-.3669	-.6335	-.7300	-.6044	.0326	-.3333	.3923	-.0933	-.3814	-.3034	.1339	-.0893	.2669	-.9199	.3207
.1546	.0652	.1333	.1390	.1488	.1717	-.1370	-.0880	.1861	.0261	.1528	.1276	.1308	.0976	.0818	-.0921	.1156	-.0921	-.1131	.0019	.2187	.1718	-.1103	.2624	-.0757
.1274	.0117	.0686	.1450	.0588	.1744	-.3576	-.3916	.1334	-.1267	.0435	.1904	.1241	.1701	.5370	-.0392	.3785	.0169	-.0913	.3247	.0727	.1696	.0539	.3877	-.4695
.1665	.0296	.0996	.0547	.0624	.1277	-.1665	-.1148	.1582	-.0886	.0283	.1381	.1971	.1797	-.0288	-.3157	-.1669	-.2291	.0816	-.1708	.1548	.0536	-.1602	.3189	.0014
.1538	.0182	-.0239	.0583	.0087	.1753	-.3626	-.3599	.0424	-.1034	.0342	.2163	.2185	.3105	.3771	-.4463	.6018	-.1703	-.1040	.0036	-.0669	.0618	.0018	.4736	-.8986
.2131	-.0494	.5180	.0306	.2332	.3635	.2385	.0176	.3227	.2233	.1002	-.3002	.0293	.0876	.2971	-.0317	.0144	-.2527	-.0708	-.0201	.3353	.3841	-.0949	-.3572	.0860
.2556	-.0170	.1255	.0457	.0512	.0294	-.0398	-.1194	.0081	.0998	.2476	.2061	.3381	.2064	-.0432	-.0601	.0409	-.3043	-.0978	-.0668	.2550	.1872	.0551	.0834	-.0022
.1640	.0738	.1456	.2683	.0915	.1901	-.3280	-.3027	.1794	.0644	.2731	.2934	.3459	.3586	.4214	.2569	.2997	.3629	.3774	.6863	.0862	.2243	-.0968	.4113	-.5059
.3627	.2117	.1820	.2283	.2465	.2127	-.0704	.0362	.0779	.2694	.5404	.4548	.4642	.4505	-.0509	.0954	.1187	-.0357	.0305	.1061	.1614	.2739	.0066	.0962	-.1408
.2844	.3347	.1487	.4067	.3214	.4132	-.1013	.0916	.2421	.3506	.5921	.6913	.5017	.5921	.1646	.4523	.2157	.6662	.4534	.7270	.3106	.3333	.3222	-.2976	
-.1261	.3869	.2195	.2347	.3866	.5066	.2466	.3671	.3064	.3645	.3847	.0592	.1073	.3974	.2589	-.0892	.4316	.4705	.0128	.4470	-.1714	.4198	-.0997	-.0012	-.3124
-.0150	.2341	.1307	.1458	.4154	.5316	.3245	.4658	.2232	.2420	.1940	.0139	-.1017	.0586	.5244	.1134	.0357	.6484	.1090	.5447	.4345	.3744	.2204	-.5069	.4423
.1264	.4587	.5859	.5769	.6228	.5536	.3990	.2474	.4078	.5032	.3279	.2098	.2552	.3413	.3605	.0959	.4219	-.0018	-.0146	.2984	.2455	.0581	-.1909	-.0606	.1244
.1188	.3788	.4502	.4885	.5870	.4889	.2667	.3928	.2473	.3951	.0672	.1391	.1403	.1030	-.4383	.1686	-.0543	-.0645	.1857	.0014	.0382	.1522	-.1848	-.0811	-.0148
-.0343	.3663	.2617	.1739	.3546	.5141	.3785	.3877	.2995	.4342	.3140	.0304	.0014	.2971	.3902	.0124	.2846	.3472	-.0930	.3546	-.0495	.4389	.0128	-.3085	-.1726
.0923	.2832	.1944	.1547	.4129	.5952	.2373	.4367	.2617	.2229	.2412	.0462	-.0867	.0247	.8374	.4242	.2944	.6295	.1905	.2223	.4330	.3942	.3397	-.5805	.4119
.1975	.4247	.2968	.2425	.2881	.3884	.6332	.4910	.5106	.4471	.2176	.2264	.1667	.3970	.0972	-.0648	.1833	.0917	.1093	.1738	.0074	.4543	-.1684	-.3062	-.0418
.0262	.3863	.3076	.2774	.3094	.4608	-.0200	.2444	.3122	.2238	.2234	.1704	.2022	.2519	.0542	.0342	.3223	.5844	.2627	.4846	-.4182	.4300	-.1496	.1171	-.3821
.0423	.0823	.1337	.2497	.1066	.0848	.7228	.6823	.5705	.1014	.1052	.2188	.0561	.2076	.1365	.0351	.3141	.3411	.2023	.3661	-.0605	.2815	-.1423	-.1224	-.0735
.1658	-.1188	.0832	.2613	.1393	-.0201	.8229	.7495	.6537	-.0058	.2230	.3570	.1807	.2934	-.1791	.7446	.2210	.5063	.2364	.4478	.3232	.2061	-.0344	-.3819	.4765
.2262	.3091	.2206	.3070	.2487	.2789	.6952	.6166	.6141	.3312	.1762	.3006	.2164	.3848	.1233	.2038	.1552	.0604	.1146	.1393	.1982	.4426	-.0981	-.2049	.0149
.3360	.2649	.1109	.4548	.3439	.2248	.6442	.7564	.7718	.2407	.2825	.4798	.4114	.4051	.2553	.4601	.4869	.4925	.5611	.6163	.5803	.5157	-.1048	-.2385	.3103
.0585	-.1523	.3529	.3692	.2811	.3336	.6383	.7332	.7279	.2067	.1844	.4354	.2857	.2903	.1891	-.0715	.1715	.2623	.1821	.2186	.1847	.1202	-.2256	-.1555	.1686
.1242	-.0629	.8236	.2990	.1761	.1007	.6951	.7986	.7677	.0052	.1731	.5279	.4191	.2349	-.1615	.6323	-.0326	.1597	.7104	.3827	.3060	.1725	-.0053	-.1866	.5186
-.0002	.1575	.1561	.3464	.2331	.1507	.6411	.8232	.5593	.1883	.1380	.3181	.1847	.1515	.0906	-.2069	.1262	.0987	.1849	.0904	.2658	.1328	-.0775	-.1056	.1399
.0660	.1551	.2180	.2608	.3252	.1217	.7871	.8707	.7097	.1914	.2155	.4626	.3662	.2480	-.4762	.4870	.2015	.1634	.7865	.4149	.4067	.2653	-.1359	-.2559	.3058
.0413	.4845	.3835	.6274	.6990	.4613	.4694	.5551	.5953	.6035	.4607	.2557	.2813	.4692	.0195	.6199	.1581	.1754	.6371	.1934	.1066	.1851	-.0199	-.4151	.1796
.1212	.3222	.1725	.5667	.6628	.5676	.5177	.7036	.4383	.3864	.3895	.3401	.1852	.3197	-.1424	.4601	.0948	.4771	.7044	.6171	.4076	.3518	-.3084	-.2174	.3502
.3049	.3038	.2932	.3038	.1975	.3188	.4215	.4329	.3097	.2923	.1200	.2044	.3203	.4735	.0330	.0242	.1927	-.0325	.4720	.2511	-.2307	.4108	.1113	.3962	-.3426
.2971	.2796	.2932	.3038	.1975	.3188	.4215	.4329	.3097	.2923	.1200	.2044	.3203	.4735	.0330	.0242	.1927	-.0325	.4720	.2511	-.2307	.4108	.1113	.3962	-.3426
.3749	.4673	.3708	.7695	.6340	.5435	.4918	.6516	.5949	.5178	.2792	.5056	.5663	.5364	-.5403	.3014	-.1119	.1076	.7331	.2827	.2503	.3523	-.5245	.0740	.0111
.2516	.0227	.1924	-.1512	-.2165	.2148	.3981	.2671	.0225	.0792	-.1767	-.2679	.0076	.3587	.1959	-.1335	.2050	-.2481	.3860	.1686	-.2928	.4136	.3420	.1214	-.4994
-.0650	.4596	.3158	.4153	.1976	.4843	.4791	.5338	.3903	.5083	.1890	.0126	.0425	.2712	.0419	-.2229	.1002	.0021	.2703	.1369	.2450	.1415	-.3216	-.2923	.2607
-.1024	.3815	.2335	.4543	.6361	.4730	.3570	.5567	.2541	.5010	.1421	-.0131	-.0342	.1026	-.1264	.3039	.1225	.3602	.7673	.575	.4178	.3515	-.1256	-.4276	.3983
-.0885	.6178	.4230	.4068	.4210	.4587	.6200	.4935	.5773	.5972	.3046	.0681	.2859	.5385	.1507	-.4683	.1280	-.1469	.0193	-.0107	.3970	-.1113	-.9935	-.1825	.3387
	.1612	.2003	.1498	.0195	.1765	.1012	.1130	.1843	.1206	.1841	.3492	.4263	.2075	.0273	.0322	-.0189	-.3107	.0305	-.1098	.0042	.0370	.1100	-.0006	.0057
	.2440	.2373	.3542	.1403	.2616	.1826	.1687	.3048	.2649	.3776	.4409	.5510	.5317	-.3015	.2084	.0179	.4650	-.3504	.0318	.0293	.1190	.2160	.0767	-.0804
			-.0993	-.1028	-.1661	-.0113	-.0191	-.0890	.0519	-.0008	.0865	.2416	-.0342	.1997	-.0262	.3905	-.3717	.1201	.1105	-.0437	.0811	.3496	-.1025	-.0735
		.4863	.0857	.4082	.6372	.1334	.2196	.4940	.6737	.4340	.3725	.3200	.5117	.0596	-.0955	.1821	.2648	.3014	.2248	-.0329	.3341	-.4447	.1277	-.1303
		.4545	.5022	.6020	.5937	-.1781	.1016	.2360	.9210	.2813	.5356	.4259	.4047	-.3277	.3762	.3190	.1317	.7134	.3708	.1896	.5326	-.3228	.0278	-.3772
		.4924	.6390	.5604	.6152	.3707	.4197	.7094	.5231	.3213	.1254	.5453	.1259	-.2841	.0796	.2580	.1933	.1328	.0675	-.1375	-.5556	.0930	.2643	
			.6085	.6979	.8117	.2215	.1764	.0102	.6641	.4265	.2504	.3798	.4767	.3725	.3016	.1561	.0818	.3557	.3402	.1095	.1868	-.1970	-.1470	.1171
			.5846	.6478	.7198	.0718	.3383	.4356	.5353	.3206	.3652	.4483	.3306	.0246	.3980	-.3777	.1559	.6695	.2376	.1804	.1958	-.0649	.0116	-.0942
			.6114	.7280	.8986	.3392	.5175	.7446	.7431	.4791	.0792	.2977	.5968	.4630	.2970	.2578	.0188	.2430	.3874	.1923	.0971	-.2333	-.3825	.3735
				.8537	.5736	.2005	.3095	.6317	.6661	.5484	.3071	.3222	.4033	.0115	.2489	.1495	.2209	.8035	.2447	.0994	.3119	-.5114	.1270	.0826
				.9676	.4558	.3012	.3325	.4575	.6997	.4592	.3106	.3490	.3100	-.3500	.5692	.1069	.2263	-.7536	.4507	.3776	.5364	-.5474	.1633	-.1966
				.8836	.6475	.1572	.3263	.7066	.6123	.6956	.3900	.1989	.4213	.1274	.0574	.1261	.2067	-.1018	.1254	.1999	-.3139	-.5576	-.0143	.4584
					.6758	.1017	.2451	.5347	.7190	.6072	.2825	.2622	.4191	.0729	.3251	.0889	.2925	.1267	.2427	.1795	.1645	-.5160	.0289	.1255
					.6065	.1865	.3523	.2723	.6849	.4070	.2148	.2593	.2590	-.1199	.5516	.0331	.2348	.7430	.4703	.2428	.5827	-.4703	.1339	-.3501
					.6203	.0735	.1804	.7336	.7200	.1127	.4250	.2159	.4849	.1153	.2124	.0942	.3067	-.1518	.1316	.3369	-.2648	-.5731	-.2085	.5526
						.1673	.2537	.6770	.7259	.4211	.2032	.2594	.4663	.5422	.1897	.2814	.3041	.3437	.4923	.0082	.2648	-.1314	-.1628	.0223
						.0528	.3479	.3827	.6358	.3000	.3290	.3649	.3483	.3536	.1929	-.3960	.2345	.6568	.3944	.3228	.3501	.1406	-.2419	.0803
								.3710	.2216	.2968	.1585	.3765	.0281	.6744	.4880	.5735	.1846	.2767	.2024	.3029	.4511	.1116	-.0636	-.1953	-.2911	.3815
									.6024	.4892	.3384	.1292	.1650	.0557	.2648	.3581	-.1776	.2872	-.2283	.2449	.2113	.2654	.8294	-.0900	-.3396	.1728
									.7747	.6089	.1137	.2355	.3800	.1653	.1719	-.6226	.1225	-.2726	-.0510	.4656	.1351	.4024	.2410	-.0322	-.3931	.5096
									.4653	.4285	.5221	.1053	-.0702	-.0301	.4405	.5662	-.2674	.3931	-.3653	.1676	.2340	.3046	.3244	-.1141	-.3022	.1218
										.5932	.1263	.1970	.3970	.2400	.2718	.0947	-.2052	.1847	.2258	.2158	.1796	.1280	.4516	-.1897	-.0743	.1448
										.7289	.2383	.3395	.5023	.3883	.3728	-.1301	.2911	-.2956	.4712	.6583	.3092	.4597	.2421	.0003	-.4273	.5544
											.0656	.0876	.1894	.0365	.1807	.1344	-.5083	.2220	.0654	.0536	.0367	.1420	-.1930	-.3269	.4349	.0566
												.9388	.3791	.4882	.3201	.2714	.0866	.3623	.4273	.3215	.4565	.1331	.3025	-.4903	-.1393	.1764
												.2736	.2509	.6934	.5343	.4181	-.0582	.3301	-.0821	.2298	.9741	.4991	.5417	.5634	.1415	-.2790	.2319
												.6267	.4468	.2240	.0550	.5361	.2981	-.0070	.1525	.3137	.2778	.1033	.2018	-.0624	-.6598	-.0967	.4006
													.5106	.1814	.2281	.4248	.2077	.0846	.1044	-.0064	.1100	.1980	.3090	.3037	-.2521	-.2613	.1435
													.3654	.2677	.3485	.3229	-.4982	.2859	-.0148	.03 A	.3553	.2862	.4123	.5957	-.3991	-.1705	-13 04
													.5287	.1034	.0722	.4322	.3540	.0065	.0581	-.1206	-.1390	.0593	.4801	-.1199	.2247	-.5332	.5731
														.5382	.5103	.6922	.1273	.3455	.1975	.3991	.1393	.3786	.2671	.3196	-.3334	.0811	-.1588
														.5465	.6183	.6591	.2469	.6248	.0855	.8467	.4911	.7119	.2879	.2928	-.3945	.0799	-.2063
														.6708	.3514	.6279	.0581	.1710	.1551	.1403	-.0378	.1472	.507	.0263	-.3591	-.1541	.2591
															.6322	.6799	.0154	.0153	.0645	.2687	.2468	.2081	.1347	.1480	-.1700	.1280	-.0706
															.8233	.8292	.1015	.0188	-.3309	.1226	.6719	.3348	.1675	.2651	-.1720	.1028	-.1889

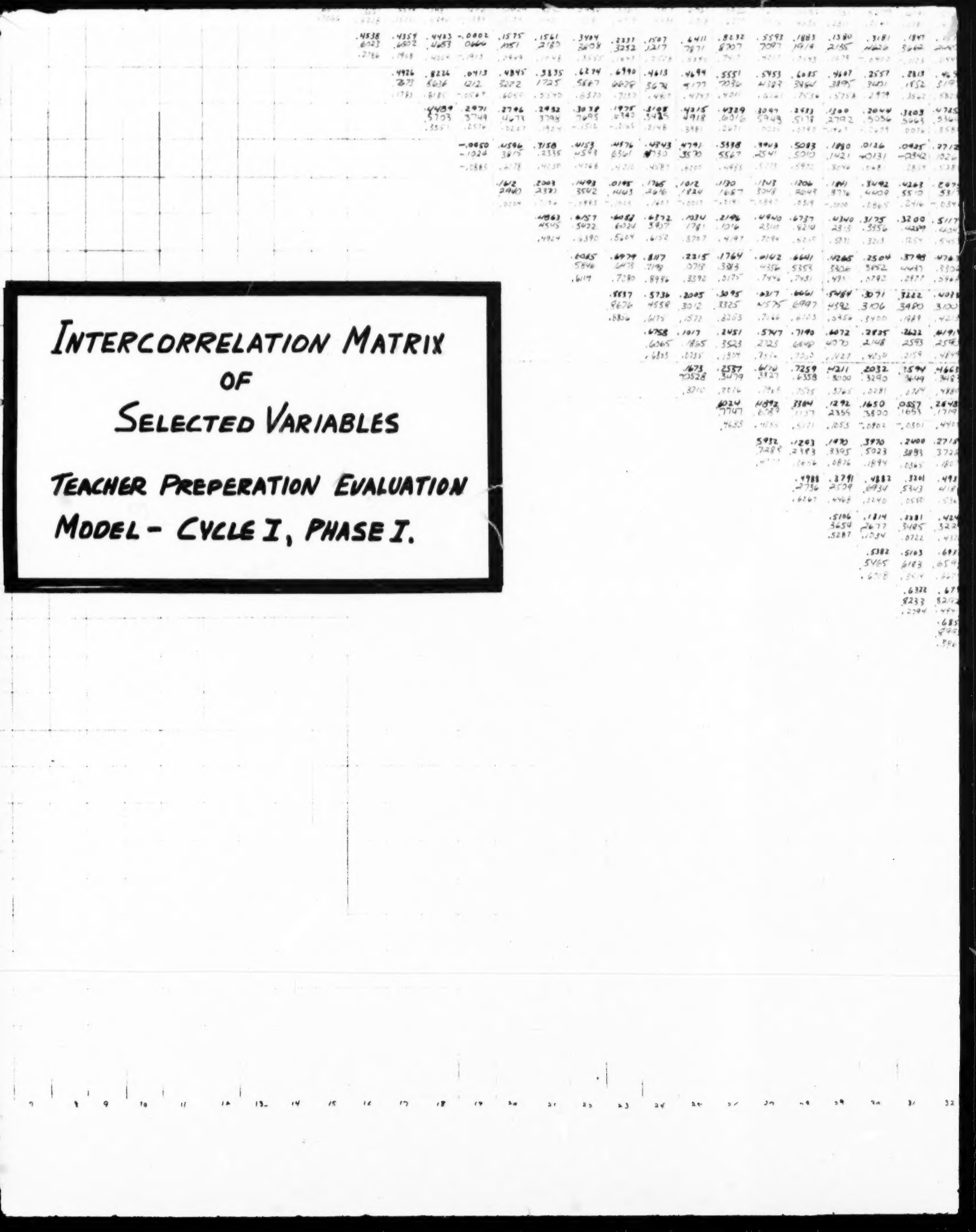
	PATIENCE
	COR-9 WARMNESS
	COR-10 STIMULATING
	COR-11 ORIGINAL (STYLE)
	COR-12 ALERT
	COR-13 ATTRACTIVE (PHYSICAL)
	COR-14 RESPONSIBLE
	COR-16 STEADY (PROCEDURE)
	COR-16 POISED
	COR-17 CONFIDENT
	COR-18 SYSTEMATIC
	COR-19 ADAPTABLE
	COR-20 CHEERFULNESS
	COR-21 IMMATURE
	COR-22 KNOWLEDGE OF SUBJECT
	TEPS-5 SUBJECT MATTER COPETENCE
	TEPS-6 RELATIONS WITH STUDENTS
	TEPS-7 APPROPRIATENESS OF ASSIGNMENTS
	TEPS-8 OVERALL CLASSROOM EFFECTIVENESS
	SET-1 FRIENDLY
	SET-2 KNOWLEDGE OF SUBJECT MATTER
	SET-3 NEVER DULL
	SET-4 EXPECTS LOT FROM STUDENTS
	SET-6 ASKS STUDENT OPINIONS
	SET-TOTAL
	IA-i/d
	IA-I/D
	IA-ST/TT
	IA-Sil/TT
	IA-Lec/Tot

INTERCORRELA
OF
SELECTED

TEACHER PREPERA
MODEL - CYCLE

Intercorrelation Matrix of Selected Variables

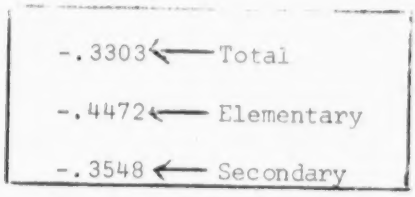
Teacher Preperation Evaluation Model - Cycle I, Phase I.



INTERCORRELATION MATRIX FOR SELECTED VARIABLES
PHASE I, CYCLE I
WESTERN KENTUCKY UNIVERSITY'S
TEACHER PREPARATION EVALUATION MODEL

Intercorrelation matrices for 43 selected variables were computed for total, elementary, and secondary education subjects. These correlation coefficients (r) differ in each cell of the matrix in the order of total, elementary, and secondary.

An example of a cell is as follows.



The variables selected in this matrix consisted of measurements taken from the following instruments:

1. F-Scale
2. GPA's
3. COR
4. TEPS
5. SET
6. IA

Variables are identified along the left margin of the matrix. The assigned numbers appear along the left margin and top margin. Each cell is the intersection of a column and row and contains the correlation coefficients for the two respective variables.